

GUIDELINES FOR CREATING A PORTFOLIO

Initial Certification Programs Fall 2008 (updated January 2009)

Department of Teaching and Learning
College of Education and Human Development
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Assumptions Underlying Portfolio Assessment in Teacher Education

Though the initial audience for a portfolio is the advisor who normally has intimate understanding of the program and coursework involved, feedback from alumni suggest that a broader set of audiences should be considered as candidates prepare the document. Portfolios are reported as valuable for:

- Interviewing for a teaching position, Principals and SBDM members
- Interviewing for a supervisory position, Directors and Superintendents
- Use as a baseline for professional development portfolios required by many districts, Supervisors, Team and Department Leaders and Principals.

Therefore, it is recommended that candidates consider the portfolio as a draft document, which can continue to be crafted in the future to support ongoing career growth.

The purpose of a portfolio is to allow candidates in Teacher Education Programs to show evidence of successful attainment of the ten Kentucky Teacher Standards and the U of L Teacher Education Program Standard. (See the following pages.)

A portfolio is a comprehensive representation of individual growth and achievement—it is not just a list or collection of items; it allows the candidate to demonstrate her/his achievement through its contents.

A portfolio is an opportunity to demonstrate what the candidate does with, and thinks about, the professional and content knowledge being acquired through course work and related professional experiences.

A portfolio is a basis for self-reflection about their programs as well as a basis for important conversation between candidate and advisor; candidate and other professors; candidate and peers; candidate and teachers, staff, and the wider educational community.

An effective portfolio is neither massive nor expensive. Rather, it communicates clearly and simply evidence of the candidate's knowledge, growth, and leadership ability.

A portfolio has “real life” applications for the candidate in areas such as certification, professional development, and employment.

Standards and Frameworks

The 2008 Kentucky Teacher Standards and the U of L Teacher Education Program Standard form the basis of the portfolio. The portfolio is also informed by The College of Education and Human Development Conceptual Framework and the U of L Developmental Teacher Preparation Model.

Kentucky Teacher Standards Initial-Level Performance

Each standard has between 3 and 6 indicators. Indicators are identified with a two-digit number such as 1.4. The first number identifies the standard and the second number identifies the indicator (1.4 identifies the fourth indicator in standard 1). ILP indicates that the indicators are the Initial-Level Performance indicators for candidates in initial certification programs.

STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

The Teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

1.1.ILP: Accurately and effectively communicates concepts, processes and/or knowledge and uses vocabulary that is clear, correct and appropriate for students.

1.2.ILP: Effectively connects most content, procedures, and activities with relevant life experiences of students.

1.3.ILP: Uses instructional strategies that are clearly appropriate for the content and processes of the lesson and make a clear contribution to student learning.

1.4.ILP: Provides opportunities and guidance for students to consider lesson content from different perspectives to extend their understanding.

1.5.ILP: Identifies misconceptions related to content and addresses them during planning and instruction.

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1.ILP: States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

2.2.ILP: Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.

2.3.ILP: Prepares assessments that measure student performance on each objective and help guide teaching.

2.4.ILP: Aligns instructional strategies and activities with learning objectives for all students.

2.5.ILP: Plans instructional strategies that include several levels of learning that require higher order thinking.

STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

3.1.ILP: Sets significant and challenging objectives for students and verbally/nonverbally communicates confidence in students' ability to achieve these objectives.

3.2.ILP: Establishes clear standards of conduct, shows awareness of student behavior, and responds in ways that are both appropriate and respectful of students.

3.3.ILP: Uses a variety of strategies and methods to supports student diversity by addressing individual needs.

3.4.ILP: Treats all students with respect and concern and monitors student interactions to encourage students to treat each other with respect and concern.

3.5.ILP: Creates a classroom environment that is both emotionally and physically safe for all students.

STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1.ILP: Uses a variety of instructional strategies that engage students throughout the lesson on tasks aligned with learning objectives.

4.2.ILP: Implements instruction based on contextual information and assessment data.

4.3.ILP: Establishes efficient procedures for performing non-instructional tasks, handling materials and supplies, managing transitions, and organizing and monitoring group work so that there is minimal loss of instructional time.

4.4.ILP: Uses classroom space and materials effectively to facilitate student learning.

4.5.ILP: Instruction provides opportunity to promote higher-order thinking.

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1.ILP: Uses a variety of pre-assessments to establish baseline knowledge and skills for all students.

5.2.ILP: Uses a variety of formative assessments to determine each student's progress and guide instruction.

5.3.ILP: Uses a variety of summative assessments to measure student achievement.

5.4.ILP: Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.

5.5.ILP: Promotes opportunities for students to engage in accurate self-assessment of learning.

5.6.ILP: Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1.ILP: Uses technology to design and plan instruction.

6.2.ILP: Uses technology to implement instruction that facilitates student learning.

6.3.ILP: Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.

6.4.ILP: Uses technology to assess and communicate student learning

6.5.ILP: Ensures that personal use and student use of technology are ethical and legal

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1.ILP: Reflects on and accurately evaluates student learning using appropriate data.

7.2.ILP: Identifies areas for professional growth using appropriate data.

7.3.ILP: Reflects on and accurately evaluates instructional practice using appropriate data.

STANDARD 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1.ILP: Identifies one or more students whose learning could be enhanced by collaboration and provides an appropriate rationale.

8.2.ILP: Designs a plan to enhance student learning that includes all parties in the collaborative effort.

8.3.ILP: Implements planned activities that enhance student learning and engage all parties

8.4.ILP: Analyzes student learning data to evaluate the outcomes of collaboration and identify next steps.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1.ILP: Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards.

9.2.ILP: Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

9.3.ILP: Designs a clear, logical professional growth plan that addresses all priority areas.

9.4.ILP: Shows clear evidence of professional growth and reflection relative to the identified priority areas and impact on instructional effectiveness and student learning.

STANDARD 10: PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION

The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

10.1.ILP: Identifies leadership opportunities in the school, community, or professional organizations and selects one with the potential for positive impact on learning or the professional environment and is realistic in terms of knowledge, skill, and time required.

10.2.ILP: Develops a leadership work plan that describes the purpose, scope, and participants involved and how the impact on student learning and/or the professional environment will be assessed.

10.3.ILP: Implements the approved leadership work plan that has a clear timeline of events/actions and a clear description of how impact will be assessed.

10.4.ILP: Analyzes student learning and/or other data appropriately to evaluate the results of planned and executed leadership efforts.

STANDARD11: U OF L TEACHER EDUCATION PROGRAM STANDARD

The teacher demonstrates understanding of the complex lives of students and adults in schools and society

*11.1: The teacher's instructional and assessment materials affirm differences and groups honestly, realistically, and sensitively and accommodate the special needs, behavioral patterns, learning styles and orientations of diverse group members. The teacher creates instructional activities that will improve learning opportunities for all students.

*11.2: The teacher designs, plans and accommodates objectives, instructional strategies and learning materials that reflect the cultures, cognitive and physical special needs and styles of the various ethnic, cultural, linguistic, religious, gender and socioeconomic groups within the classroom.

*11.3: The teacher's curriculum experiences and resources offer a variety of materials on the histories, experiences, and cultures of diverse groups.

11.4: The teacher respects the dignity and worth of students as individuals and as members of racial, ethnic, cultural, linguistic, religious, gender and economic groups.

11.5: The teacher seeks professional development opportunities to gain knowledge and understanding and to affirm various and diverse groups.

11.6: The teacher provides continuous opportunities for students to develop a better sense of self, to strengthen their self-identities, to develop greater self-understanding, and to better understand themselves in light of their ethnic, cultural, linguistic, and religious heritages, gender and special needs. The teacher supports students to explore learning and career options in light of this knowledge.

11.7: The teacher designs curriculum that reflects knowledge of historical and societal problems some group members experience, such as racism, prejudice, discrimination, and exploitation.

*11.8: The teacher creates and maintains a classroom atmosphere reflecting and an acceptance of and respect for differences and promotes values, attitudes, and behaviors that support diversity.

*11.9: The teacher supports students to develop decision-making abilities, social participation skills, and a sense of efficacy necessary to be critical, participatory and productive life citizens.

*11.10: The teacher provides opportunities for students to use knowledge, valuing, and thinking in decision making and awareness on issues related to special needs, race, ethnicity, culture, gender, language, religion and social class.

11.11: The teacher works with parents, families and caretakers of students to serve the best interests of their children, makes use of local community resources and encourages students in the study of the local community by enlisting members and contexts within the community as classroom resources.

11.12: The teacher demonstrates knowledge of equity, ethics, legal and human issues concerning use of computers and technology, designs learning activities that foster equitable, ethical and legal use of technology by students and applies theories of learning, teaching and instructional design and their relationships to the uses of technology to support the diverse learning needs of students.

*** For the final portfolio, candidates must meet indicators 1, 2, 3, 8, and 9 OR 10.**

U of L Teacher Education Program Standard: Understands the Complex Lives of Students and Adults in Schools and Society (Also, Teacher Standard 11)

Introduction to the Program Standard

The conceptual framework for the College of Education and Human Development at the University of Louisville, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of *Advocacy*, and through dedicated, committed service to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become professional leaders. Our candidates are empowered to participate fully in the life

of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

The advocacy construct in the conceptual framework is a programmatic emphasis reflected in the core proposition that a democratic society protects and provides opportunities for racial, ethnic, cultural, linguistic, economic, religious, and gender diversity that students and their communities represent, at the same time having overarching values – such as equality, justice, and human dignity – that all groups accept and respect. This program standard for teachers assumes that an explicit commitment to diversity is based on the following premises:

1. Diversity should be recognized and respected at individual, group and societal levels.
2. Diversity provides a basis for societal enrichment, cohesiveness and survival.
3. Educational equity moves beyond equal educational opportunity, is based on fairness and promotes the real possibility of equality of outcomes for a broader range of students.
4. The curriculum includes both expressed elements (e.g., goals, objectives, standards, lesson plans, units, and curricular materials) and hidden elements (unintended messages, both positive and negative, in the classroom and school environment).

The U of L Program Standard reflects a demonstrated commitment of teachers, through curriculum, instruction and educational experiences in general, to:

- recognize and respect special needs, ethnic, cultural, linguistic, religious, gender, and socioeconomic diversity;
- promote societal cohesiveness based on the shared participation of diverse peoples;
- maximize equality of opportunity for all individuals and groups; and
- facilitate constructive societal and educational change that enhances human dignity and democratic ideals.

In summary, the Program Standard emphasizes consideration of the contrast and complex interplay and interaction among personal, social, political, and educational factors in exploring the success or failure of students in schools and the benefits of inclusive and affirming educational experiences (Nieto, 2000).

[Adapted from the NCSS Task Force on Ethnic Studies Curriculum Guidelines, 2001. James A. Banks, University of Washington; Carlos E. Cortés, University of California, Riverside; Geneva Gay, University of Washington; Ricardo L. Garcia, University of Idaho; Anna S. Ochoa, Indiana University. International Society for Technology in Education (ISTE), 2001. Nieto, S. (2000). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*, 3rd edition. Addison-Wesley Publishing Co.]

CEHD Conceptual Framework



Shaping Tomorrow: Ideas to Action

The conceptual framework, *Shaping Tomorrow: Ideas to Action*, embodies a unified rationale for our diverse programs that includes three constructs: Inquiry, Action, and Advocacy. Under the construct of ***Inquiry***, and through active engagement and skilled training in methods of rigorous ***Research***, candidates develop the knowledge, skills, and dispositions to become ***Critical Thinkers***. Scholarship, informed practice through inquiry and reflection, is performed not in isolation but in communion with others, both within the university and in the world (Shulman, 2004). Under the construct of ***Action***, and through continual ***Practice***, candidates develop the knowledge, skills, and dispositions to become ***Problem Solvers*** in the community. They are encouraged to apply knowledge and change practice to solve real world problems. Under the construct of ***Advocacy***, and through dedicated, committed ***Service*** to their peers, university, community, and world, candidates develop the knowledge, skills, and dispositions to become ***Professional Leaders***. Our candidates are empowered to participate fully in the life of the metropolitan community in which we live, to practice social justice, and to seek equity of educational access for all the constituents.

<i>Conceptual Framework Constructs</i>	Inquiry	Action	Advocacy
<i>Constructs as Learned and Applied</i>	Research	Practice	Service
<i>Constructs Reflected in Candidates</i>	Critical Thinkers	Problem Solvers	Professional Leaders
<i>Unit Dispositions Reflected in Candidates</i>	Exhibits a disposition to inform practice through inquiry and reflection	Exhibits a disposition to improve practice through information, knowledge, and understanding	Exhibits a disposition to affirm principles of social justice and equity and a commitment to making a difference

U of L Developmental Teacher Preparation Model

Phase 4: Clinical Experience

[capstone, technology, and student teaching]

Phase 3: Pre-Clinical Experiences

[specialized courses, including content methods, reading in content areas]

Phase 2: Early Professional Experiences

[teaching profession, general methods, human growth & development]

Phase 1: Pre-professional Experiences

[content requirements and proficiencies]

From Ideas to Action: U of L Developmental Teacher Preparation (DTP) Model is grounded in the CEHD Conceptual framework and KY Teacher Standards. In each phase candidates focus on particular standards and components within the conceptual framework, building towards deep understanding across all standards and accomplishing the goal of the CF of becoming critical thinkers, problem solvers, and professional leaders. In Phase 1 (Pre-professional) candidates learn ideas related to the content they will teach, focusing on KY Standards for content and professional growth, and the CEHD Diversity Standard. In the BS programs, this is primarily their freshman and sophomore years, in the MAT, this is many of the prerequisite courses they take. In Phase 2 (Early professional experiences), candidates expand on their content, learning general education concepts and learning theory. Standards assessed in this phase are: planning, climate, reflection, collaboration, professional growth, and diversity. Courses include Human Growth and development, General Methods, and Exploring Teaching/Teaching as a Profession. By Phase 3 (Advanced Professional) candidates begin to apply their content and general education knowledge experiences to their specific area(s) of teaching. Courses include content-specific methods, reading in the content areas, and special education courses. In this phase, ideas move to action, as candidates are actively participating in schools, teaching lessons, assessing students, and reflecting on teaching. Phase 4 (Culminating Experience) involves demonstration action across all KY teacher standards. Action moves to advocacy, as candidates focus their experiences on supporting the learning of every child.

University of Louisville Developmental Teacher Preparation Model

Phase	Standard 1 Applies Content	Standard 2 Plans	Standard 3 Climate	Standard 4 Instruction	Standard 5 Assessment	Standard 6 Technology	Standard 7 Reflects	Standard 8 Collaborates	Standard 9 Prof. growth	Standard 10 Leadership	Standard 11 Diversity
4											
3	Inquiry	Action		Action	Advocacy		Inquiry		Inquiry		Advocacy
2											
1											

Portfolio Requirements

Candidates' portfolio will be reviewed at least twice by the advisor – at the mid-point of the program and again at the end of the program (consult program sheet). Some candidates (depending on the program) have a liaison during their student teaching semester. For those candidates, the advisor will assess the portfolio at mid-program and the liaison will assess the portfolio at the end of the program. Regular contact with the advisor (and liaison, if applicable) regarding progress in creating the portfolio is highly recommended. Early submission for the final review is encouraged to allow for any revisions required to graduate.

IMPORTANT NOTE: The Graduate School requires that a candidate be enrolled during the graduation semester. Therefore, the portfolio must be “passed” prior to or during the term when the last course in the program is taken. Candidates submitting portfolios after the term in which the last class in the program is completed will be required to register for MAST 600, Masters Candidacy, which will sustain the candidates' status as a degree seeking student. There is a course fee for MAST 600 equal to 2 credit hours of graduate resident tuition and fees.

Final Portfolio Review

Candidates working toward initial certification are required to address the following for the final portfolio review:

- All indicators of Kentucky Teacher Standards 1-9
- One indicator for Kentucky Teacher Standard 10
- Indicators 1, 2, 3, 8, and 9 OR 10 of the U of L Program Standard

Mid-Program Review

At the mid-program portfolio review, candidates are required to address at least five standards. The standards completed at mid-program should be the standards addressed in phase 3 (Pre-Clinical Experiences) of the University of Louisville Developmental Teacher Preparation Model. In addition, at least one standard from each Conceptual Framework construct (inquiry, action, & advocacy) must be completed at the mid-program review. The table on the previous page identifies the standards addressed at phase 3 and the Conceptual Framework construct of each phase 3 standard.

NOTE: Based on the assignments of initial certification programs and the criteria mentioned above, it is recommended that candidates address standards 2, 5, 7, and two others of their choice from the remaining Phase 3 standards (1, 4, 9, & 11) at the mid-program review.

Important Dates

Portfolio due dates for each semester are posted on the Department of Teaching and Learning webpage under portfolio guidelines. Generally, the due date for the fall and spring semester is around the 13th week of the semester. The summer due date is typically the end of the 2nd summer session. See the Department of Teaching and Learning webpage for specific dates.

Training Sessions

Portfolios must be created and submitted via LiveText. **LiveText training sessions** are held each semester. Dates and times of these training sessions are posted throughout the CEHD and students can check at the information desk in the Education and Resource Technology Center (ERTC).

Portfolio Information sessions are held during the first month of each semester. Dates and times of these sessions are posted throughout the CEHD and on the Department of Teaching and Learning webpage under portfolio guidelines.

Contents of a Portfolio

The contents of the portfolio are preset in the LiveText template and include the following:

- Demographic Sheet
- Statement of Authenticity
- Letter to the Reader
- Standards 1-10
- U of L Standard
- Artifact Collection
- CEHD Student Information Form

Directions for each section of the portfolio are included in the LiveText portfolio template.

There are other buttons in the LiveText portfolio template that provide important information that should be read by the candidate. These include:

- Portfolio Review Requirements
- Scoring Criteria
- Conceptual Framework Constructs
- How to Share Your Portfolio

Artifacts

What is an artifact?

An artifact is basically evidence used in support of the rationales. Each artifact is a collection of documents related to a single professional “event.” Artifacts can be assignments from the candidates’ courses or activities used in classrooms during clinical placements. Each artifact is included to provide evidence that the candidate has demonstrated competency in one or more of the Kentucky Teacher Standards and/or the U of L Teacher Education Program Standard. The candidate can include between 7 and 10 artifacts in the portfolio. Any artifact may be applied to more than one standard. Thus, any rationale may involve as many artifacts as necessary to provide a convincing argument that the standard has been met. All artifacts must be created during the time the candidate is in the program.

NOTE: If photos or children’s work are included as part of an artifact, provide captions and/or short descriptions. Prior, written permission to include identifiable students’ photos (in non-public places) or full names on student work must be obtained. If permission has not been obtained, do not use the photo and/or mark out any identifying names.

Portfolio Matrix

The portfolio matrix is a valuable tool to help candidates build a portfolio. The matrix provides an organizational structure to allow candidates to list artifacts and the indicators that the artifact meets. Candidates can then use the matrix to wisely select the 7 to 10 artifacts that allow them to complete all requirements of the portfolio. The matrix also assists candidates in easily identifying standards that are not supported with enough indicators. An electronic copy of the matrix can be downloaded from the Artifact Collection section of the LiveText portfolio template.

Kentucky Teacher Standards and the U of L Program Standard

Portfolio Artifacts	Course	I (5)	II (5)	III (5)	IV (5)	V (6)	VI (5)	VII (3)	VIII (4)	IX (4)	X (4)	XI (5)
A. Professional Growth Plan										1, 2, 3, 4		
B. Lesson Plan with multiple intelligences	EDAP 624		1, 2, 3, 4, 5			2, 4, 6	3, 5	1, 2				2, 8
C. Observation of teaching	EDTP 615	1, 2, 3, 5	4, 5	1, 2, 5	2, 4, 5	6						2, 3
D. Algebra I Unit	EDTP 607	1, 2, 3, 4, 5	1, 2, 3, 4, 5			1, 2, 3, 4, 5	1, 2, 3, 4, 5	1, 2, 3				

Illustrations of Artifacts That Could Be Included in the Portfolio

Standard 1: The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- Lesson plans/Unit plans
- Observations of candidate's teaching completed by supervisory staff
- Course assignments that provide evidence of candidate content knowledge

STANDARD 2: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- Lesson plans
- Unit plans
- Web Pages and Course Materials

STANDARD 3: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- Implemented lesson plan with observation of candidate's teaching completed by supervisory staff

STANDARD 4: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- Implemented lesson plan with observation of candidate's teaching completed by supervisory staff

STANDARD 5: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- Implemented lesson plan with observation of candidate's teaching completed by supervisory staff
- Annotated samples of teacher-made, implemented assessments, including rubrics,
- Annotated examples of feedback given to students

STANDARD 6: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- Implemented lesson plans that include the candidate using technology.
- Implemented lesson plans that include P-12 students using technology.
- Evidence of candidate using technology to assess and communicate student learning.

STANDARD 7: The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- Implemented lesson plan with candidates written reflections
- Written reflections of a candidate's solo teaching experiences

STANDARD 8: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- Evidence of a collaborative effort to enhance student learning
- Summaries of involvement in IEP meetings

STANDARD 9: The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- Professional Growth Plan or Next Steps Plan

STANDARD 10: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

- Evidence of leadership in schools, communities, professional organizations

STANDARD 11: (U of L Teacher Education Program Standard) The teacher demonstrates understanding of the complex lives of students and adults in schools and society

- Course projects or school-based initiatives
- Service learning activities
- Unit plans/lesson plans

Guide to Writing Rationales

The most important aspect of the portfolio, supported by the artifacts included in it, is the rationale provided for each indicator. For each standard the candidate's task is to prove to the reader how specified artifacts in the portfolio demonstrate that the required indicators for that standard have been met. To do this, candidates need to explain how those artifacts provide evidence that the standard's indicators have been met.

For example, suppose that the candidate is working on Standard 2—Designs and Plans Instruction—and has chosen to use Artifact C, a written lesson plan, for the evidence. For each indicator, the candidate must provide a written rationale that explains (a) what indicator is being met, (b) details of how the indicator was met, and (c) where the evidence can be found in the artifact.

- a. What indicator is being met
 - Include the indicator number at the beginning of the rationale to tell the reader which indicator is being met.
 - Include the words from the indicator in the rationale and print them in **bold text**. Be sure to change verb tense when appropriate.
- b. Details of how the indicator was met
 - Include specific details from the artifact to explain how the indicator was met.
- c. Where the evidence can be found in the artifact
 - Tell the reader where the evidence can be found in the artifact (in the procedures section, on page 3, etc.)
 - In the artifact, insert the indicator number and highlight it in colored text. For example, in the assessment section of a lesson plan add (2.3) beside the sentence that provides the evidence mentioned in the rationale. Make the (2.3) red (or some other color) so it stands out for the reader. Appropriate text in the artifact can be highlighted to indicate which part is referred to in the rationale.

It is important for the candidate to read the indicators carefully. Some indicators can only be met by interacting with students in a classroom. For example, the indicators in standard 4, *The Teacher Implements and Manages Instruction*, require the candidate to actually implement a lesson. A lesson plan written for a class but not implemented would not be appropriate for this standard.

A Sample Rationale

Artifact C: State Population Linear Regression Lesson Plan

2.1: In this lesson I include **learning objectives that reflect key concepts of the discipline and are aligned with state standards**. The lesson objectives focus on the mathematics concept of linear regression and are aligned to Core Content KY.MA.H.3.2.1 and KY.MA.H.3.3.4.

2.2: I designed instruction based on contextual and pre-assessment data. As noted in the introduction to this lesson, I used the pre-assessment data for this unit of study to design this particular lesson. The pre-assessment indicated that students did not understand how to use a line of best fit to make and defend predictions. This lesson supports students in building these understandings through an inquiry-based investigation.

2.3: Students completed an investigation using data from the Census Bureau to create linear regression models and then make predictions based on the models (procedures and assessment sections). I was able to **measure student performance on each objective** from this investigation. In the reflection section of the lesson plan, I explain how this investigation also **helped guide teaching** as I learned that students did not have a complete understanding of *correlation coefficient*.

2.4: I used **instructional strategies and activities that aligned with the learning objectives for all students** in this lesson. Students were engaged in an investigation (activity) that required them to find the line of best fit for a set of data and then make a conjecture about the quality of their model. I integrated appropriate technology (instructional strategy) such as the Census Bureau website, Excel, and graphing calculators to assist students in completing the investigation. The investigation with the technology applications allowed all students to meet the learning objectives of the lesson. Evidence for this can be found in the procedures and assessment sections of the lesson plan.

2.5: In this lesson I used **instructional strategies that included several levels of learning that required higher-order thinking**. Evidence for this can be found in the procedures section of the lesson plan. For example, students were asked to find the line of best fit to demonstrate that they have mastered the skill and use of a graphing calculator. This is appropriate because students have already been exposed to the concept and now must deepen their understanding. To engage in higher-order thinking, the investigation also asked students to make predictions based on their model and judge whether it was a good estimation. Students must have a firm grasp of the concepts in order to make and defend their conjecture.

Portfolio Assessment

Standards

The rationales for the indicators of each standard will collectively be used to determine an overall rating for the standard. Candidates **MUST** earn a rating of **Acceptable** or **Target** on **EACH** standard in order to pass the final portfolio requirement.

Target	Acceptable	Unacceptable
No indicators “unacceptable”, and at least half of indicators at “target”	No more than one indicator “unacceptable”	Two or more indicators “unacceptable”

Letter to the Reader

A first draft of the *Letter to the Reader* will be assessed at the mid-program review. The candidate should make whatever revisions may be needed to the *Letter to the Reader* for the final review. The *Letter to the Reader* and the rationales for indicators will provide evidence of the candidates’ understanding of the Conceptual Framework constructs.

The rationales for each indicator and the *Letter to the Reader* will be assessed with the **Ideas to Action Holistic Construct Rubric** and the **Ideas to Action Unit Dispositions Rubric**. These rubrics are located in the LiveText portfolio template under the scoring criteria button.