

Candidates for teacher certification are expected to develop the professional knowledge base, skills, and dispositions identified in these standards at a level generally associated with beginning teachers. Proficiency is demonstrated in part through the presentation of a personal portfolio which accommodates the developing patterns of evidence prior to the teacher candidacy placement. This is considered a “High Stakes” portfolio, meaning that the candidate must bear the responsibility to demonstrate readiness to teach.

**Directions:** The following descriptions are intended to serve as suggestions or ideas only. The “categorical” information, however, must be addressed somewhere in the portfolio. Consider the following notes as you coordinate the materials for your portfolio:

1. An artifact can address more than one standard. (This is highly encouraged to reduce the size of the portfolio.)
2. Develop a brief rationale about the artifact which
  - a. Explains the linkage to the standard;
  - b. Identifies significant points/key ideas
  - c. Addresses growth areas in knowledge, skills, and dispositions;
  - d. Links to the “conceptual framework—Teacher as Servant Leader, etc.”
    - In brief, explain the WHAT, SO WHAT, and NOW WHAT of the artifact and how it connects to the chosen standard.
  - e. Use of the term “artifact” singularly does not limit you to one item—necessarily
  - f. The theme should be woven throughout the portfolio: the rationales, graphics, standard by standard connections, and the closure should all clearly relate to the theme. Use the theme as a means to **facilitate the cohesiveness** of the portfolio and to **personalize** the portfolio as a representative of who you are as a candidate.

#### **INTRODUCTION: PERSONAL BIOGRAPHY/THEME**

*Foundational to all teacher preparation is exploring who you are and what you bring to your education and your teaching experiences. Personality, philosophy, attitudes, background experiences, and belief systems influence your teaching style, your students, and your peers/colleagues. Selection of a theme should have significance for you as a candidate and its significance should be clear to the listeners as portfolio reviewers.*

1. An autobiography, (two pages maximum), should highlight significant background and events that have brought you to the threshold of teaching.
2. Artifact (resume, documentation from previous work travel experiences, awards, certificates) or items which depict you and your personality and ideals/values. A brief rationale of each is helpful.
3. Rationale of theme and its connection to the conceptual framework.
4. Pictures—limited in number and each with a caption. (This is optional, but helpful)

#### **Standard 1: The teacher knows the subjects he/she is teaching.**

*The teacher demonstrates understanding of the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make content meaningful and purposeful for learners. [P134.02(1)]*

1. Artifact should reflect your knowledge base in the **specific subject** areas (Early Childhood, Middle Childhood—these should represent the FOUR core areas—language arts, science, mathematics, and social studies; Early Adolescence/Adolescence—these should represent a variety of topics in major/minor areas.)
2. Artifact may include specific lesson plans, unit plans, projects, annotated bibliographies, and work from liberal arts studies.
3. Artifact highlights understanding of the **reading, writing, speaking, and listening** areas as processes and discrete skill areas **that also assist learning of content.**
4. Artifact should also address the *specified code* areas—for many candidates that would be government, especially technological literacy, environmental education, cooperatives, phonics:
  - a. **Government**: If we are to educate the future citizenry, we, as educators, should be knowledgeable about government. “Answer” these questions to demonstrate that knowledge through your artifact and rationale:
    - What is the structure of government from local (could be as local as school structure, congregation, town/village) all the way to federal level?
    - Where is “education” of the citizens provided for in the constitution?
    - What direct/indirect means do we use to instruct our K-12 students about government?
      - **WHO?** ALL education majors at any level.
  - b. **Environmental Education**: Demonstrate knowledge base and specific classroom application (certificate and lesson plan ideas).
    - **WHO?** All Early Childhood, all Elementary, or those Secondary majors/minors in any science and/or social science content area.

- c. **Cooperatives** (not cooperative learning): What are they? Why were they formed? What is the impact on society, especially in the Midwest? When could this knowledge be incorporated into K-12 classes?
  - **WHO?** All Early Childhood, all Elementary, or those Secondary majors/minors in any social science content area.
- d. **Phonics:** Demonstrate knowledge of and proficiency in the phonological system needed for reading, strategies, and skills in teaching phonics.
  - **WHO?** All Early Childhood, all Elementary, or those Secondary majors/minors in any English Language Arts content area.
- e. **Technological Literacy:** Demonstrate that you can use technology as a tool for professional work and for instruction—especially as a means to assist the learning process.
  - **WHO?** ALL education majors at any level.

**Standard 2: The teacher knows how learners grow and develop.**

*The teacher demonstrates understanding of how learners with broad ranges of ability learn and provides instruction that supports student intellectual, social, emotional, and personal development. [P132.02(2)]*

1. Artifact should clearly show the **developmental** considerations of the learner.
2. Artifacts which document your understanding of learning theories as they relate to the various stages of development.
3. Include any lessons which have been taped and recorded for the electronic portfolio which clearly document ability to plan for the nature of the learner and the ranges that can be present in a single classroom at a given grade/stage.

**Standard 3: The teacher understands diversity.**

*The teacher demonstrates understanding of how learners differ in approaches to learning, that barriers may exist impeding learning, and that adaptation of instruction may meet these diverse needs of learners, including those with disabilities and exceptionalities. [P134.02(3)]*

1. Paper/presentation information on an area of exceptionality and any other materials which you plan to utilize as part of your classroom planning, including learning styles, modalities, and multiple intelligences.
2. Evidence of your understanding of multiculturalism (Project on a particular cultural group, etc.)
3. Artifact which underscores your knowledge of the Native American in Wisconsin and non-western culture.
4. Artifact that defines your understanding of human relations **and** conflict resolution.
5. Artifact that addresses the “at-risk” learner
6. Evidence for planning of differentiated instruction.

**NOTE:** Think of these artifacts as your knowledge of, skill at using, and awareness of attitude for teacher and student regarding diversity issues and studies.

**Standard 4: The teacher knows how to teach.**

*The teacher understands and uses a variety of instructional strategies, including technology to encourage learner development of critical thinking, problem solving, and performance skills. [P134.02(4)]*

1. Artifact should detail lessons plans in a variety of levels and /or subject areas and which clearly should demonstrate planning for a variety of teaching strategies.
2. Artifact may be special assignments and student work.
3. Artifact should show an ability to integrate technology applications.

**Standard 5: The teacher knows how to create and maintain a positive learning environment.**

*The teacher demonstrates an understanding of individual and group motivation and behavior to create a learning environment that engages learners through positive social interaction, active learning, and self-motivation. [P134.02(5)]*

1. Artifact documents motivation considerations such as papers on motivation, lessons plans with exceptional anticipatory sets or other motivational components/strategies.
2. Artifact demonstrates your understanding of student development and behavior management.
3. Reference any taped lessons on the electronic portfolio which emphasize motivation, adjusted lesson procedure or behavior management techniques.
4. Artifact should show provision for the physical environment conducive to learning.
5. Artifact should show understanding of group dynamics and organizational culture.
6. Artifact should show extension of the learning environment into the community.

**Standard 6: The teacher communicates effectively.**

*The teacher promotes effective verbal and nonverbal communication techniques as well as instructional media and technology to foster and engage active inquiry, collaboration, and supportive interaction in the classroom, in the school and in the community. [P134.02(6)]*

1. Artifact should attest to the teacher’s communication ability personally.
2. Artifact should demonstrate the ability **to teach** aspects of communication—both written and oral—to others.
3. Artifact should demonstrate knowledge of verbal and nonverbal communication aspects including body language.
4. Artifact should depict teacher communication with others beyond the classroom.

**Standard 7: The teacher possesses knowledge of educational foundations and skills at instructional planning.**

*The teacher demonstrates knowledge of the purpose of education, the historical and philosophical frameworks for school and learning and clearly articulate a personal educational philosophy reflecting the purpose of education; the teacher organizes and plans systematic instruction based upon knowledge of educational foundation, subject matter, learners, the community, and curricular goals or standards. [P134.02(7)]*

1. Formal statement of your current philosophy; compare/contrast this one to an earlier version. Include an explanation aligning the philosophy to a major theorist(s).
2. At least one other artifact which addresses a philosophical view of a specific area of education (whole language, writing across the curriculum, assessment, etc.)
3. At least one artifact which depicts an ability to plan for differentiated instruction on a long and short term basis.
4. Evidence of the application of curricular/K-12 standards in planning.

**Standard 8: The teacher knows how to assess and evaluate student learning.**

*The teacher understands and uses a variety of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development and advancement of the learner. [P134.02(8)]*

1. Artifact should demonstrate understanding and use of rubrics, grading practices, self-evaluation, and reflections on the purposes of grading assessment, and evaluation and their differences.
2. Artifact should demonstrate an understanding of formative and summative evaluation; direct and indirect measures; action research.
3. Artifact should show an ability to apply and plan for the metacognitive aspects often found in self-evaluation formats.

**Standard 9: The teacher models Christian professional integrity.**

*The teacher demonstrates the characteristics of a reflective practitioner who continually evaluates effectiveness and strives for insight into current educational issues and programs, a commitment to ethical and value-based performance, and a priority of personal growth and service to the field of education and in one's faith life. [P134.02(9)]*

1. Reflective artifact from class assignments, learning logs and journals—including reflections on the exceptional learner and the multicultural/at-risk experiences.
2. Reflective artifact from personal research areas.
3. Artifact suggests ethical consideration.

**Standard 10: The teacher is connected with other educational professionals and the community.**

*The teacher fosters positive relationships with colleagues, parents, and agencies in the larger community to support learning and well being; and acts with a Christian attitude, integrity, fairness, and professionalism in an ethical manner. [P134.02(10)]*

1. Artifact should indicate connection to or networking with professional groups, organizations, etc. in order to assist learners directly or indirectly.
2. Artifact should show community involvement and which would depict the “servant leadership” aspect of the conceptual framework.

**CONCLUSION:** *This conclusion should provide the final “exclamation mark” on your efforts to demonstrate your preparation and readiness to student teach. To facilitate this you need to include the following—in separate treatments or as an integrated, unified whole:*

1. A summative self-evaluation: This is to be written as a rationale in which you analyze your professional growth through this portfolio development experience, highlighting the areas of knowledge, skills, and dispositions that have surfaced as strengths. Individual rationales—addresses the WHAT, SO WHAT, and NOW WHAT of this portfolio as proof that you have “arrived” at a point, ready to student teach; finally, as a candidate for student teaching, you need to identify goals for the short term (student teaching) and possibly the long term.
2. A culminating emphasis/significance of the theme: This should clearly bring the listener AND the viewer of your portfolio “full circle” to the beginning of your introduction and possibly weave in *some* aspects or dimensions of the theme highlighted throughout your portfolio.
3. Conceptual Framework: Commentary on your understanding of your growth and its connection to the “Teacher as Servant Leader” central focus of the program should be treated in this concluding section either as a separate paragraph or integrated into the self-evaluation.