



Building YOUR Portfolio

WHAT YOU NEED TO KNOW

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PORTFOLIO OVERVIEW

Presentation Goals

- Take the fear out of portfolios
- Create clear vision of expectations
- Become familiar with NBPTS
- Brainstorm ways to meet the standards
- Opportunity for practice

Show of Hands

- Have you heard of NBPTS?
- If you had to present or explain NBPTS, could you?

Whip Activity

- **When you hear the word PORTFOLIO, what do you think of?**

Portfolio Definition

- **A portfolio is a way to display a student's best work.**

Portfolio... Why at SMSU?

- **Demonstrate mastery of the National Board of Professional Teaching Standards.**

NBPTS STANDARDS

- **What are they?**
- **Who are they?**



National Board of Professional Teaching Standards

- **Nonprofit group**
- **63 board member (mostly teachers, school administrators, governors, teachers union, and legislature members)**
- **In an effort to advance the quality of teachers, they have developed high and rigorous standards for teachers**

Propositions or Standards

- **Standard #1: Teachers are committed to students and their learning.**
- **Standard #2: Teachers know the subjects they teach and how to teach those subjects to students.**
- **Standard #3: Teachers are responsible for managing and monitoring student learning.**
- **Standard #4: Teachers think systematically about their practice and learn from experience.**
- **Standard #5: Teachers are members of learning communities.**

Understanding the Standards

- **Each standard is broken down into several (3-5) subparts.**

Standards? Why?

- **The NBPTS will be the framework for your portfolio.**
- **In addition, SMSU has added a 6th Standard for purposes of our program...**

Educational Leadership

- **Classroom**
- **District**
- **Community and/or Global**

HOW?

- **Each standard is broken down into more specific sub-standards.**
- **For each standard, you will provide two written reflections and evidence (artifact).**

STOP! What is an Artifact?

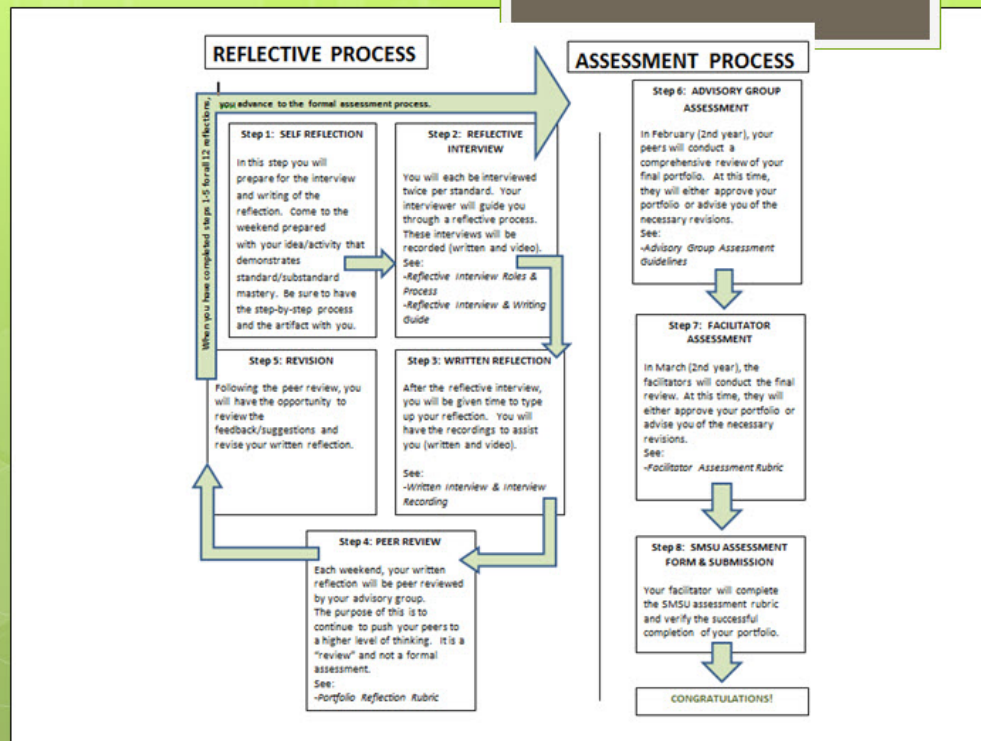
- **An artifact is an item, product or some evidence that you have mastered the sub-standard or goal.**
- **Examples might include: pictures, lesson plans, certificates, etc.**

I have an artifact I think meets the standard. Now what?

- **Now you must justify it.**
- **Artifacts will be used as evidence of your mastery of a standard and/or substandard.**

Reflection

- Project/activity description
- Step-by-step implementation process
- Describe what went well & how you know
- Describe what didn't go well & how you know
- Explain what you'd do differently in the future
- Share personal/profession impact on you
- Share impact of student
- Reference the research



Practical Use?

- **Job Search**
- **Family Understanding**
- **Organizational System (important items)**
- **Physical Example of Self as Educator**

Format

- **Think out of the box**
- **Format is YOUR choice**
- **Two portfolios are NEVER the same...book, binder, box, electronic, kid friendly, professional**
- **Do NOT limit yourself to what you have seen**
- **It's YOUR choice and should be FUN**

NOT NEGOTIABLE

- Portfolio **MUST** be professional in appearance
- Portfolio **MUST** be organized
- Portfolio **MUST** be free of errors
- Portfolio **MUST** comply with the standards
- Portfolio **MUST** meet each substandard
- Portfolio **MUST** have reflections
- Portfolio **MUST** address what went well and didn't
- Portfolio **MUST** address impact on you and students
- Portfolio **MUST** have variety in artifacts.
- Portfolio **MUST** reference research in each reflection

How Assessed?

- **Informal**
- **Formal**
- **Adherence to Timeline**
- **Self, Peer and Facilitators**
- **Weight...☺...NOT really!**

Tentative Timeline

Portfolio Overview NBPTS Overview	November
Reflective Process Overview	December
Standard #1	January, February
Standard #2	March, April
Standard #3	May, July
Standard #4	August, September
Standard #5	October, November
Standard #6	December, January
Final Peer Review	February
Facilitator Review	March

Portfolio Due Date

**Facilitator Approval
March**

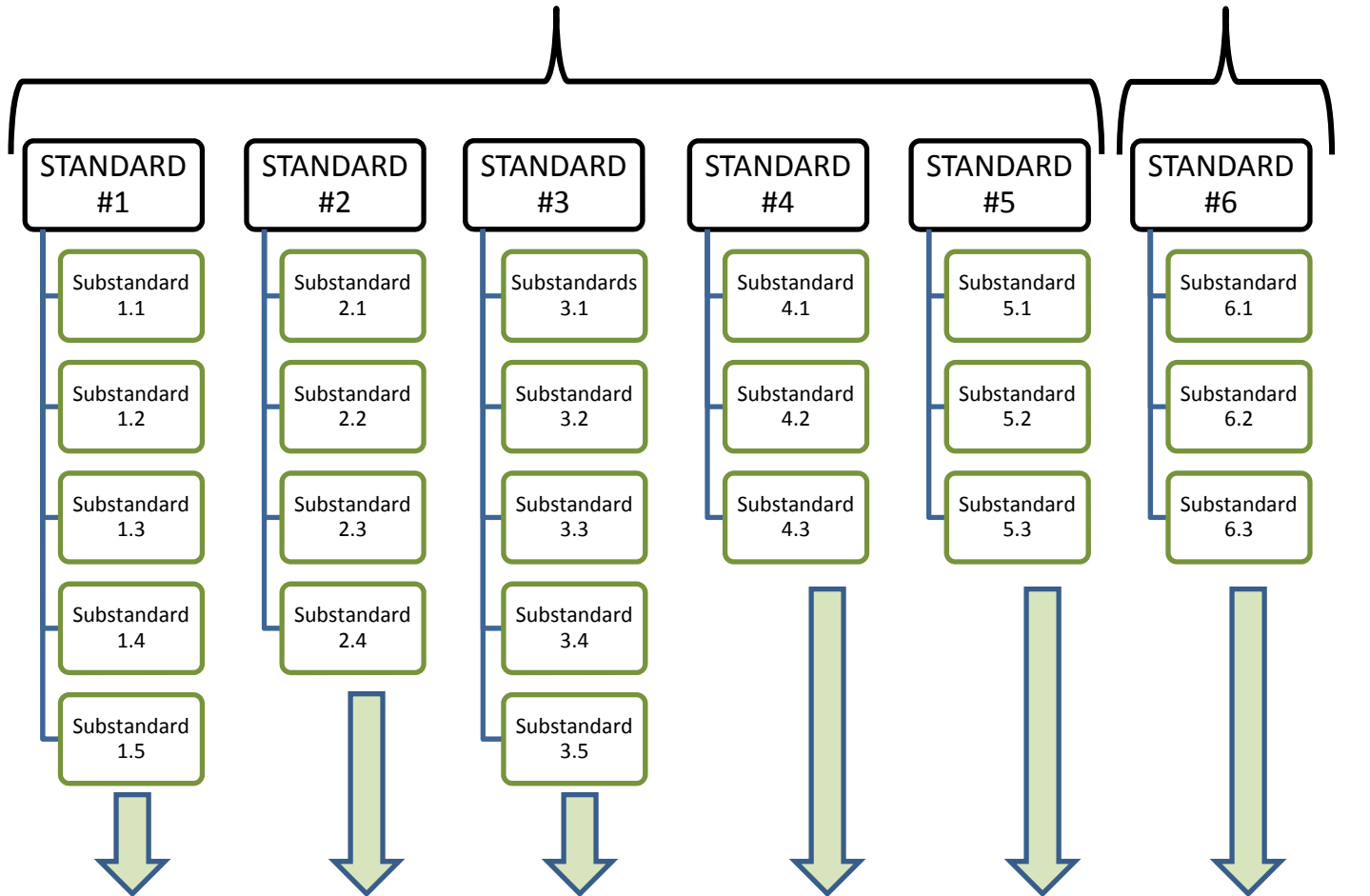
PROJECT TIMELINE & OVERVIEW

Date	Topic	Large Group	Advisory Group	Individually
November	Portfolio Overview	Portfolio Overview PPT, Cycle Overview, Handouts	Brainstorm Standard Examples (1-3)	Think of possible artifacts
December		-Reflective Interview Process -Fishbowl -Standard #1 Review	Brainstorm Standard Examples (4-6)	Think of possible artifacts
January	Standard # 1		-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
February	Standard # 1	-Standard #2 Review	-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
March	Standard # 2		-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
April	Standard # 2	-Standard #3 Review	-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
May	Standard # 3		-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
June	Independently review all year #1 work and make improvements. Write a one page document explaining what you found upon review and the changes you made.			
July	Standard # 3	-Share 1-3 Reflective Writing Highlights -Standard #4 Review	-1-3 Reflective Writing Shared -Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
August	Standard # 4	-Year # 1 Gallery Walk	-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
September	Standard # 4	-Standard #5 Review	-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
October	Standard # 5		-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
November	Standard # 5	-Standard #6 Review	-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
December	Standard # 6		-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
January	Standard # 6	Year #2 Gallery Walk	-Reflective Interviews (step #2) -Peer Review (step #3)	-Self Reflection (step #1)-prior to wkd. -Revision (step #5)-after wkd.
February	Assessment	Assessment Expectations & Instructions	Advisory Group Assessment	-Make revisions—prior and after
March	Assessment	Assessment Expectations & Instructions	-Facilitator Assessment -SMSU Assessment Rubric & Submission	

STANDARDS & OVERVIEW GRAPHIC

National Board of Professional Teaching Standards

SMSU Leadership Standard



2 Reflections

2 Reflections

2 Reflections

2 Reflections

2 Reflections

2 Reflections

Within the two reflections (per standard), you must address each substandard.

As a general rule, each substandard must be demonstrated with a separate artifact. On rare occasion, you may use one artifact as evidence for multiple substandards.

NBPTS: STANDARD ONE

Standard #1: Teachers are Committed to Students and Their Learning

Fundamental to the teacher's credo is the belief that all students can learn. Furthermore, they act on that belief. Accomplished teachers like young people and are dedicated to and skilled at making knowledge accessible to all students, even as they acknowledge their distinctive traits and talents. Success depends on teachers' belief in the dignity and worth of all human beings and in the potential that exists within each child. Teachers typically do not work one-on-one with students for extended periods of time because they are responsible for groups. But within this constraint, they are attentive to human variability and its influence on learning.

1.1 Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly

To respond effectively to individual differences, teachers must know many things about the particular students they teach: Alex has a stutter, Maria loves science fiction, Toby is anxious about mathematics, Marcus is captivated by jazz. But accomplished teachers know much more -- whom their students go home to at night, how they have previously performed on standardized tests, what sparks their interest. This kind of specific understanding is not trivial, for teachers use it constantly to decide how best to tailor instruction. As diagnosticians of students' interests, abilities and prior knowledge, skillful teachers learn to "read" their students. When planning a unit on aging, for example, they will anticipate what concepts and activities certain students may find problematic. Watching a student work on a computer they will look for signs of progress. By keeping a finger on the pulse of the class, teachers decide when to alter plans, work with individual students, or enrich instruction with additional examples, explanations or activities. Proficient teachers learn from their experiences. They learn from listening to their students, from watching them interact with peers, and from reading what they write. The information they acquire about students in the course of instruction subsequently becomes part of their general knowledge of education. Such monitoring and learning is no easy feat. What teachers are able to see, hear and learn is colored by their own prior knowledge and experience. Thus teachers must, in their efforts to work with children different than themselves, monitor both what they see and hear, and what is not so close to the surface. They must strive to acquire a deep understanding of their students and the communities from which they come that shape students' outlooks, values and orientations toward schooling.

1.2 Teachers Have an Understanding of How Students Develop and Learn

In addition to particular knowledge of their students, teachers use their understanding of individual and social learning theory, and of child and adolescent development theory, to form their decisions about how to teach. They are familiar with the concepts generated by social and cognitive scientists that apply to teaching and learning. Moreover, they integrate such knowledge with their personal theories of learning and development generated from their own practice. For example, accomplished teachers know that old theories of a monolithic intelligence have given way to more complex theories of multiple intelligences. Current thinking no longer casts "intelligence" as a context-free, one-dimensional trait. Instead, it recognizes different kinds of intelligence -- linguistic, musical, mathematical, spatial, kinesthetic, personal. This perspective also holds that there are variations in the sources of intelligence (e.g., practical experience versus formal study) and the forms of intelligence (e.g., procedural skills versus propositional knowledge). Both their knowledge of these theories and their experiences in classrooms have taught teachers that each student has different strengths, perhaps even gifts. Teachers think about how to capitalize on these assets as they consider how best to nurture additional abilities and aptitudes.

Moreover, teachers recognize that behavior always takes place within a particular setting that, to some extent, defines the behavior. They know, for instance, that students who cannot flawlessly recite multiplication tables may still be able to multiply in other contexts (e.g., in calculating whether they have enough money for items at the grocery store). Accomplished teachers are aware that school settings sometimes obscure a clear vision of students' aptitudes and intelligences. Therefore, they strive to provide multiple contexts in which to promote and evaluate those abilities.

They also recognize the ways in which intelligence is culturally defined. That is, what is considered intelligent

behavior is largely determined by the values and beliefs of the culture in which that behavior is being judged.

Accomplished teachers recognize that in a multicultural nation students bring to the schools a plethora of abilities and aptitudes that are valued differently by the community, the school and the family. The knowledge, skills, abilities and dispositions that are nurtured in a Native American community in the state of Washington will differ from those valued in an Hispanic community in Florida. Likewise, those cultivated by a suburban community in Utah will differ from those developed in urban New York. Thus, teachers are attuned to the diversity that is found among students and develop an array of strategies for working with it. This includes providing educational experiences which capitalize on and enlarge the repertoires of learning and thinking that students bring to school.

1.3 Teachers Treat Students Equitably

As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention, and that biases based on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion, or gender do not distort relationships between themselves and their students. This, however, is not a simple proposition. Accomplished teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. In responding to differences among students, teachers are careful to counter potential inequities and avoid favoritism. This requires a well-tuned alertness to such matters and is difficult, as we have only modest knowledge of human differences and how best to respond to them. Hence, accomplished teachers employ what is known about ineffectual and effective practice with diverse groups of students, while striving to learn more about how best to accommodate those differences.

1.4 Teachers' Mission Extends Beyond Developing the Cognitive Capacity of Their Students

Teachers are concerned with their students' self-concept, with their motivation, with the effects of learning on peer relationships, and with the development of character, aspiration and civic virtues. These aspects of the student -- important as they are in their own right -- are also essential to intellectual development. Proficient teachers consider students' potential in this broader sense when making decisions about what and how to teach.

1.5 Teachers Affirm the Commonalities and Differences of Students and All Humans

Recognizing that all students learn differently and acquire information in multiple ways, teachers understand 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 teacher also knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges, which impacts a student's opportunities for success. Because the teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values, the learning environment and classroom is built around a well-grounded framework for understanding cultural and community diversity and teachers know how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

The teacher also believes that all children can learn at high levels and persists in helping all children achieve success. Through the teacher's appreciation and valuing human diversity, s/he shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence." This respect translates into the ethical and respectful treatment of students as individuals with differing personal and family backgrounds and recognizes the various skills, talents, and interests each student brings and is sensitive to community and cultural norms. As a result, the teacher makes students feel valued for their potential as people, and helps them learn to value each other.

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs by using teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time, circumstances for work, tasks assigned, and communication and response modes) for individual students who have particular learning differences or needs. As a result, the teacher can identify when and how to access appropriate services or resources to meet

exceptional learning needs.

The teacher also 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), bringing multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms and respecting these individual differences.

NBPTS: STANDARD TWO

Standard #2: Educators Know the Subjects They Teach and How to Teach Those Subjects to Students

If one cardinal precept of teaching is a commitment to the welfare and education of young people, the other is a commitment to subject matter. Accomplished educators are dedicated to exposing students to the social, cultural, ethical and physical worlds in which they live, and they use the subjects they teach as entrees into those worlds. Thus, elementary educators know about geography and its relationship to commerce and history. Foreign language educators know how language and culture interact and fuse. But, it is not sufficient that educators know the facts that fall into these different content domains. Understanding subject matter entails more than being able to recite lists of dates, multiplication tables, or rules of grammar.

2.1 Educators Appreciate How Knowledge in Their Subjects is Created, Organized and Linked to Other Disciplines

Educators in command of their subject understand its substance -- factual information as well as its central organizing concepts -- and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Physics educators know about the roles played by hypothesis generation and experimentation in physics; mathematics educators know the modes of justification for substantiating mathematical claims; art educators understand how visual ideas are generated and communicated; history educators know how historians use evidence to interpret past events; and English educators understand the relationships among reading, writing and oral language. Many special education educators have a slightly different orientation -- focusing on skill development as they work to help moderately and profoundly handicapped students achieve maximum independence in managing their lives.

Understanding the ways of knowing within a subject is crucial to the National Board Certified teacher's ability to teach students to think analytically. Critical thinking does not occur in the abstract, for the thinker is always reasoning about something. Proficient educators appreciate the fundamental role played by disciplinary thinking in developing rich, conceptual subject-matter understandings. They are dedicated to exposing their students to different modes of critical thinking and to teaching students to think analytically about content.

Educators represent the collective wisdom of our culture and insist on maintaining the integrity of the methods, substance and structures of disciplinary knowledge. In the face of pressures to portray knowledge in weak and diluted forms, they remain firm. Their role, however, is not just to reinforce the status quo. Rather, appreciative of the fact that there are multiple perspectives and interpretations in each discipline, accomplished educators encourage students to question prevailing canons and assumptions to help them think for themselves.

It is sometimes assumed that elementary school educators need not be equipped to approach their subjects critically. But all accomplished educators, regardless of the ages of their students, are charged with teaching students about something, and in order to do so, they must appreciate its complexity and richness. Educators must possess such knowledge if they are to help their students develop higher-order thinking skills -- the hallmark of accomplished teaching at any level. Being able to engage elementary school children in the broad array of subjects they can profitably come to appreciate makes elementary school practice especially challenging. This does not imply that fourth-grade educators should have the same command of biology as high school biology educators. However, it does mean that they have an understanding of science that allows them to present basic precepts to their students and introduce them to the joy of discovering -- and thinking about -- the natural world of which they are a part.

2.2 Educators Command Specialized Knowledge of How to Convey a Subject to Students

Knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they

might build it into their systems of thinking. Accomplished educators possess what is sometimes called "pedagogical content knowledge." Such understanding is the joint product of wisdom about teaching, learning, students and content. It includes knowledge of the most appropriate ways to present the subject matter to students through analogies, metaphors, experiments, demonstrations and illustrations. Subject-specific knowledge also includes an awareness of the most common misconceptions held by students, the aspects that they will find most difficult, and the kinds of prior knowledge, experience and skills that students of different ages typically bring to the learning of particular topics. Proficient science educators, for example, know that some students have misconceptions about gravity that can influence their learning, while proficient art and music educators know that young children arrive at school at various stages of maturity with respect to eye hand coordination. Educators use this knowledge of their students to structure instruction that facilitates further development.

Thus, subject-specific pedagogical knowledge is not a bag of tricks, but a repertoire of representations that combines instructional techniques with subject matter in ways that take into account the mix of students and school contexts that confront the teacher. Such subject-specific teaching knowledge embodies a way of reasoning through and solving the problems that arise in the daily work of educators -- decisions ranging from what aspects of the subject matter to emphasize to decisions about how to pace instruction. In making these choices, educators bring to bear their knowledge of students and learning and teaching and subject matter. Professional educators' instructional repertoires also include knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, educators' guides, videotapes, computer software and musical recordings. Their commitment to learning about new materials includes keeping abreast of technological developments that have implications for teaching; for example, how to engage students in the rapidly expanding field of computer technology, as well as how to use the computer to enhance their own teaching. Thus, able educators keep current with the growing body of curricular materials -- including literature available through their professional organizations -- and constantly evaluate the usefulness of those materials based on their understanding of curriculum theory, of students, of subject matter, and of the school's and their own educational aims.

2.3 Educators Generate Multiple Paths to Knowledge

Knowledgeable educators are aware there is value in both structured and inductive learning. That is, while it is useful to teach students about the concepts and principles that scholars have generated in the various disciplines, it is also valuable to engage students in learning by discovery, where they themselves search for problems, patterns and solutions. Proficient educators help students learn to pose problems and work through alternative solutions, in addition to teaching them about the answers that others have found to similar problems.

The posing and solving of problems on their own is central to the development of true understanding by students -- moving far beyond the rote memorization of facts, the easy manipulation of formulas or the facile playing of a musical scale. Teaching for understanding requires students to integrate aspects of knowledge into their habits of thinking, rather than simply store fragmented knowledge bits. It also means learning to think in a nonlinear way, approaching issues from different angles, weighing multiple criteria and considering multiple solutions. Thus, in the eyes of the proficient teacher, "knowledge" is not conceived narrowly as a lower-level form of understanding. Rather, knowledge is cast in the richest light -- as a combination of skills, dispositions, propositions and beliefs -- integrated and flexible, elaborate and deep. Furthermore, understanding involves the ability to apply such knowledge to problems never before encountered by teacher or student. Accomplished educators appreciate that this is the kind of knowledge and understanding that counts, and that this type of learning cannot be rushed.

2.4 Educators use instructional technology effectively.

The challenge facing America's schools is the empowerment of all children to function effectively in their future, a future marked increasingly with change, information growth, and evolving technologies. Technology is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life.

The potential of technology to change education and improve student learning is multi-faceted and essential in today's classrooms. Technology has become a powerful catalyst in promoting learning, communications, and

life skills for economic survival in today's world. It is imperative, therefore, that educational leaders provide learning opportunities that produce technology-capable students. Today's educators need to be able to implement curriculum plans, which include methods and strategies for applying technology to maximize student learning, facilitate technology-enhanced experiences that address content standards and student technology standards, use technology to support learner-centered strategies that address the diverse needs of students, apply technology to develop students' higher order skills and creativity and manage student learning activities in a technology-enhanced environment.

NBPTS: STANDARD THREE

Standard #3: Teachers are Responsible for Managing and Monitoring Student Learning

Professional teachers hold high expectations for all students and see themselves as facilitators of student learning. To fulfill these responsibilities, teachers must create, enrich and alter the organizational structures in which they work with young people. They also find ways to capture and sustain the interest of their students. Because time is a precious commodity in schools, teachers attempt to make the most efficient use of it. To accomplish these tasks, teachers seek to master the body of generic pedagogical knowledge.

3.1 Teachers Call on Multiple Methods to Meet Their Goals

Accomplished teachers know and can employ a variety of generic instructional skills -- how to conduct Socratic dialogues, how to lecture, how to oversee small cooperative learning groups. Although much of instruction is determined by the content to be taught, there are some commonalities about teaching methods that guide their practice. They are aware of what can reasonably be covered in a 45-minute roundtable discussion, when to hold back and let students figure out their own solutions, and what types of questions provoke the most thoughtful conversation. But it is not sufficient that teachers know about different modes of instruction; they must also know how to implement those strategies. Traditional distinctions between knowing and doing have obscured the fact that thought and action interpenetrate in teaching -- knowing about something and knowing how to do something are both forms of understanding central to teaching.

Because students vary in learning styles and because different settings afford differing learning opportunities, accomplished teachers know when and how to alter the social and physical organizational structure of the learning environment. It is not enough to be a master lecturer, for there are many times when lecturing is not an effective way to teach. An outdoor experiment, a mock trial or an economic simulation, for example, may be more appropriate. Alternatively, a playlet or a debate might be a more effective way to engage students in thinking and learning. Teachers know about the breadth of options available to them, such as innovative instructional formats that involve discovery learning, conceptual mapping, brainstorming, working with computers, as well as more traditional tried-and-true methods. Teachers not only have the opportunity to vary instructional settings and to employ a range of instructional materials, they also have the opportunity to call on various human resources to custom- tailor the working environment for students. Accomplished teachers know how to mobilize students to tutor their peers and how to engage aides and volunteers as teaching assistants. In schools where staffing arrangements are not fixed and inflexible, teachers also have a good appreciation of their colleagues' skills and the circumstances in which their colleagues' talents can best complement their own. Professional teachers wisely enlist the knowledge and expertise of their fellow faculty members in a variety of ways as they seek to provide their students with as rewarding a learning experience as possible.

Accomplished teachers also know the strengths and weaknesses of these options, and their suitability or incompatibility for certain students and groups. The settings that a teacher chooses are not just matters of personal preference, but are grounded in the literature of teaching. Teaching, to the accomplished teacher, is an elegant web of alternative activities in which students are engaged with the content; sometimes with the teacher, sometimes with each other, sometimes alone.

3.2 Teachers Facilitate Learning in Group Settings

Teachers know how to manage groups of students. They are responsible for setting forth the social norms by which students and teachers act and interact, helping students learn to adopt appropriate roles and responsibilities for their own learning and that of their peers. This includes teaching students to work independently without constant direct supervision by a teacher.

Accomplished teachers have developed systems for overseeing their classrooms so that students and teacher alike can focus on learning, not on controlling disruptive behavior. Discipline and management techniques vary, and no one system has been proven most effective. Hence, proficient teachers consider the desired learning results,

their knowledge of their students and the social context, and their own prior experience in selecting management strategies.

Teachers also know that different instructional formats often require different norms of social interaction. Accomplished teachers can alternate among organizational arrangements and understand how different structures cast students and teachers in different roles. Applying their knowledge of the relative strengths and weaknesses of different structures, they weigh these considerations when deciding which instructional strategy and organizational structure will best enhance student learning. They also continually search for new forms of organization that may expand their repertoire and prove effective.

3.3 Teachers Focus on Student Engagement

Facilitating student learning is not simply a matter of placing young people in educative environments, for teachers must also motivate them, capturing their minds and hearts and engaging them actively in learning. Thus, the National Board Certified teacher understands the ways in which students can be motivated and has strategies to monitor student engagement. The teacher's role in building upon student interests and in sparking new passions is central to building bridges between what students know and can do and what they are capable of learning.

Proficient teachers also know that motivating students is not always equivalent to making learning fun, for learning can be difficult work. Developing an acute sense of one's body in dance, for example, requires intense intellectual and physical concentration. Writing a short story requires drafting and re-drafting, editing and re-editing, occasionally submitting oneself to the critiques of peers and teachers. To practice effectively, teachers need to know how to encourage students even in the face of temporary failure and the inevitable doubts that students meet as they push themselves to new affective, intellectual and physical planes. With such learning comes the real joy in education, the satisfaction of accomplishment.

3.4 Teachers Regularly Assess Student Progress

While teachers are not always the central actors in their students' educational experiences, they are ultimately responsible for the creation and maintenance of those experiences and bear a considerable responsibility for what students learn at school. Proficient teachers, therefore, can judge the relative success of the activities they design. They can track what students are learning (or not learning), as well as what they, as teachers, are learning.

Assessment in teaching is not a simple task; teachers must monitor the successes and failures of individual students and evaluate their classes as collectives of learners. Additionally, they make judgments about themselves as teachers in relation to those students and classes. Although these judgments are interdependent of one another, they are not necessarily synonymous. One of the essential tensions of teaching is that teachers teach individual students, while managing groups. Accomplished teachers do not treat a class as a monolith. They know that a class does not learn; individual students do. But individuals neither learn the same things, nor learn at the same pace. Accomplished teachers use information about how the students in their classes are doing "on average" as a guide to making judgments about the relative success or failure of an instructional strategy. But they do not forget that there are few average students. They know that some students have moved far beyond that "average" evaluation, while others trail. And while they have to make decisions about what to do with the class as a whole, proficient teachers find ways to accommodate what they know about individual students and what they are learning in their plans for the whole group. Accomplished teachers understand that the purposes, timing and focus of an evaluation affect its form. They are astute observers of students -- their movements, their words and their minds. Teachers track student progress with a variety of evaluation methods, each with its own set of purposes, strengths and weaknesses. Their knowledge extends to creating their own, sometimes innovative, tools for evaluation, including portfolios, videotapes, demonstrations and exhibitions. In addition, they may use more traditional measures such as quizzes or exams. Sometimes teachers ask questions in the middle of a group discussion in order to assess how well students are following the presentation of information; or they may talk individually with students while they are engaged in independent work. At other times they watch their students' behavior as they read to each other or work in the laboratory. Teachers frequently do not assign grades, for evaluation is not always for the purpose of recording grades; rather, it allows students and teachers to assess where they stand. Teachers also assess students to determine how much they have learned from a unit of instruction, be it a week on seeds, a semester of photography, or a year of athletic training. Student responses then contribute to teachers' decisions about whether to reteach, review or move on. By continually adding to their repertoire of methods for assessing what students have learned, as well as constantly monitoring student progress, accomplished teachers are able to provide constructive

feedback to students, parents and themselves. Finally, such teachers help their students to engage in self assessment, instilling in them a sense of responsibility for monitoring their own learning.

3.5 Teachers Emphasize Principal/Critical Objectives

Teachers also know about planning instruction -- identifying and elaborating educational objectives, developing activities to help them meet their goals and drawing upon resources that will serve their purposes. Experienced teachers do not all plan alike. Some do not write elaborate plans prior to teaching, having automated their planning through years of experience in classrooms. Other teachers plan in detail (e.g., creating individual educational plans for special education students). No matter what form their final plans take -- scribbles on a scrap of paper or lengthy and detailed outlines accomplished teachers can clearly articulate their goals for students

NBPTS: STANDARD FOUR

Standard #4: Educators Think Systematically About Their Practice and Learn from Experience

As with most professions, teaching requires an open-ended capacity that is not acquired once and for all. Because they work in a field marked by many unsolved puzzles and an expanding research base, educators have a professional obligation to be lifelong students of their craft, seeking to expand their repertoire, deepen their knowledge and skill, and become wiser in rendering judgments. Accomplished educators are inventive in their teaching and, recognizing the need to admit new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and their students. What exemplifies excellence, then, is a reverence for the craft, a recognition of its complexities, and a commitment to lifelong professional development.

4.1 Educators regularly model ethically reasoned judgments as they engage in daily making within their learning community.

The demands of teaching often present stiff challenges that do not lend themselves to simple solutions. Conflicting objectives regularly require educators to fashion compromises that will satisfy multiple parties. A Western Civilization teacher, for example, attempting to reconcile demands for coverage with demands for indepth understanding, will do what is necessary to race from Plato to NATO, yet set aside time to develop in students the understanding that history is evolutionary rather than a series of events strung together chronologically. Likewise, a third-grade teacher will find a way to introduce students to the idea that writing is a thinking process, while ensuring that students are learning the basics of spelling and grammar.

Educators also face choices that force them to sacrifice one goal for another. For instance, educators who are committed to teaching mathematics for conceptual understanding want to teach students to see number relationships in the real world, to represent them with appropriate symbols, and to use their knowledge of mathematical formulas and computational skills to manipulate those numbers. Such teaching requires giving students time to frame their own problems, find their own solutions, and compare those solutions with alternatives posed by their classmates. Students who have learned through experience that math class involves filling out worksheets and doing problem sets may dislike the uncertainty inherent in problems with multiple or no solutions; they may be troubled that their teacher now wants them to discuss the reasons why a particular solution makes sense. Abandoning speed and accuracy as the criterion of success may temporarily jeopardize students' performance on standardized tests, even as the teacher fosters growth in the depth of students' mathematical competence. In deciding to teach in this way, a teacher risks alienating students, parents and administrators who have their own strong ideas of what math class is supposed to look like and the kind of competence it is supposed to yield.

Such circumstances call on educators to employ their professional knowledge of what makes for sound practice, with the interest of their students given paramount consideration. While more than one satisfactory path may be derived to balance non-complementary objectives, the teacher's decision will be grounded in established theory and reasoned judgment.

4.2 Educators Seek Advice from Others and Draw on Education Research and Scholarship to Improve Their Practice

Aware that experience is not always a good teacher, proficient educators search out other opportunities that will serve to cultivate their own learning. As savvy students of their own teaching, they know the value of asking others to observe and offer a critique of their teaching. They also know the value of writing about their work and of soliciting reactions from parents and students. Thus, masterful educators develop specialized ways to listen to their students, colleagues and administrators, and reflect on their teaching in order that they might improve their practice.

Able educators are also students of education scholarship and are cognizant of the settled and unsettled territory

in their field. They stay abreast of current research and, when appropriate, incorporate new findings into their practice. They take advantage of teacher centers and special conferences and workshops. They might conduct and publish their own research, if so inclined, for testing of new approaches and hypotheses is a commonplace habit among adept educators, even if a normally overlooked and undocumented one.

Wise educators understand the legitimacy and limitations of the diverse sources that inform teaching and they continuously draw upon them to enrich their teaching. Their enthusiasm for, and commitment to, continued professional development exemplifies a disposition they hope to nurture in students. Hence, the thinking, reasoning and learning that characterize first-rate teaching are doubly valuable: not only are thoughtful educators able to teach more efficiently and effectively, they are also models for the critical, analytic thinking that they strive to develop in our youth. Educators who are themselves exemplars of careful reasoning – considering purposes, marshaling evidence and balancing outcomes -- are more likely to communicate to students the value and manner of such reasoning. Moreover, they model other dispositions and traits as well, such as a commitment to creativity in their work and the disposition to take risks in exploring new intellectual, emotional, physical or artistic territories.

Proficient educators, then, are models of educated persons. Character and competence contribute equally to their educative manner. They exemplify the virtues they seek to impart to students: curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation.

4.3 Educators make decisions based on knowledge of the historical, philosophical, and social foundations of education.

Today's educators are now expected to ensure that all students learn and perform at high levels. Rather than merely "covering the curriculum," educators are expected to find ways to support and connect with the needs of all learners. This new mission requires substantially more knowledge and skill of educators and more student centered approaches to organizing schools. These learner-centered approaches to teaching and schooling are critical skills needed by all educators.

If all children have the potential to learn rigorous content and achieve high standards and that a well educated citizenry is essential for maintaining our democracy and ensuring a competitive position in a global economy, today's educators must exhibit the foundational knowledge necessary to ensure such success.

Educators must also create a learning environment in which all children can learn and achieve their own kind of individually configured excellence -- an environment that nurtures their unique talents and creativity; understands, respects, and incorporates the diversity of their experiences into the learning process; and cultivates their personal commitment to enduring habits of life-long learning. Through this engagement, the teacher must understand major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches, as well as being able to relate his/her disciplinary knowledge to other subject areas. Quality educators realize that subject matter knowledge is not a fixed body of facts, but is complex and ever evolving. Therefore, s/he seeks to keep abreast of new ideas and understandings in the field and sees connections to everyday life.

NBPTS: STANDARD FIVE

Standard #5: Educators are Members of Learning Communities

Teaching most commonly is regarded as the daily conduct of lessons and the provision of learning experiences. But the work of teaching reaches beyond the boundaries of individual classrooms to wider communities of learning. In order to take advantage of the broad range of professional knowledge and expertise that resides within the school, accomplished educators have a range of duties and tasks outside the direct instruction of students that contribute importantly to the quality of the school and to student learning.

There are two broad areas of responsibility. One involves participation in collaborative efforts to improve the effectiveness of the school. The second entails engaging parents and others in the community in the education of young people.

5.1 Educators Contribute to School Effectiveness by Collaborating with Other Professionals

Teaching is often portrayed as the implementation of policy and curriculum developed by others -- as following orders. The National Board advocates a more proactive and creative role for educators: engaging them in the analysis and construction of curriculum, in the coordination of instruction, in the professional development of staff and in many other school-site policy decisions fundamental to the creation of highly productive learning communities.

While state authorities and local school district leadership establish broad goals, objectives and priorities for the schools, professional educators share responsibility with colleagues and administrators for decisions about what constitutes valuable learning for students. This includes their participation in critically analyzing the school curriculum, identifying new priorities and communicating necessary changes to the school community.

Educators' knowledge of curriculum and their students are essential to discharging these responsibilities effectively. But a readiness to work collaboratively on such matters and not blindly accept curricular conventions is also necessary.

Accomplished educators attend to issues of continuity and equity of learning experiences for students that require school-wide collaboration across the boundaries of academic tracks, grade levels, special and regular instruction and disciplines. Such boundaries, constructed as much out of traditional patterns of school organization as out of instructional rationales, are often dysfunctional and damaging to student learning.

National Board Certified educators cultivate a critical spirit in appraising such schooling commonplaces, together with a willingness to work with administrators toward school-wide improvements that can include revision of organizational as well as instructional features of schooling.

The development of curriculum and the coordination of instruction are particularly important functions shared among educators and administrators. Proficient educators collaborate in planning the instructional program of the school to assure continuity of learning experiences for students. They possess the interpersonal skills needed to work on teams and a willingness to work together in the interest of the school community. Their understanding of the technical requirements of a well-coordinated curriculum enables them to participate in planning and decision-making within teams, departments or other educational units outside the classroom, laboratory or studio.

Consonant with their role in curriculum planning and coordination, educators are aware of the learning goals and objectives established by state and local authorities. Professional practice requires that educators be knowledgeable about their legal obligation to carry out public policy as represented by state statute and regulation, school board directives, court decisions and other policies.

Accomplished educators also participate in the coordination of services to students. Today's schools include a wide variety of educational specialists, and with increasing specialization has come the need for coordination, lest pupils' educational experiences become fragmented. The increased practice of "mainstreaming" special needs students to assure that they are being educated in the least restrictive environment has meant that general and special education educators need to work with one another. Compensatory education programs typically involve teaching pupils outside regular school settings. The various forms of English as a second language,

bilingual and English-immersion programs often require cooperation among educators of non- and limited English-speaking youth. National Board Certified educators are adept at identifying students who might benefit from such special attention and at working in tandem with specialists.

In addition to working on the improvement of school-wide curricula and the coordination of instruction, educators work together to strengthen their teaching. Sometimes they observe each other teach; at other times they engage in discussions about teaching; and occasionally they collaborate in trying out new instructional strategies. While the particulars of how educators choose to improve their instruction will vary according to the structure of opportunity and a teacher's dispositions and interests, the principle underlying such engagement is the continuous pursuit of teaching excellence in the company of peers.

Strong schools emphasize a process of continuous improvement. They are organized to find and solve problems and to locate, invent and experiment with different methods of instruction and school organization. Educators within such schools work not only on professional development, but also on school-wide improvements. This expectation is part of what constitutes a professional orientation to teaching and part of what distinguishes the professional teacher.

The conventional image of the accomplished teacher as solo performer working independently with students is narrow and outdated. Committed career educators assume responsibility in cooperation with their administrators for the character of the school's instructional program. They are team players willing to share their knowledge and skill with others and participate in the ongoing development of strong school programs. This participation may take many forms, such as mentoring novices, serving on school and district policy councils, demonstrating new methodologies, engaging in various forms of scholarly inquiry and artistic activity, or forming study groups for educators.

5.2 Educators Work Collaboratively with Parents and families

Educators share with parents the education of the young. They communicate regularly with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, informing them of their child's accomplishments and successes, and educating them about school programs. Kindergarten educators, for example, can help parents understand that reading stories to their children is more important to literacy development than completing worksheets on letters.

In the best of all worlds, educators and parents are mutually reinforcing partners in the education of young people. But three circumstances complicate this partnership. First, the interests of parents and schools sometimes diverge, requiring educators to make difficult judgments about how best to fulfill their joint obligations to their students and to parents. Second, students vary in the degree and kind of support they receive at home for their school work. The effects of culture, language, and parental education, income and aspirations influence each learner. Educators are alert to these effects and tailor their practice accordingly to enhance student achievement. However, when faced with an unavoidable conflict, the teacher must hold the interest of the student and the purposes of schooling paramount. Third, the behavior and mind-set of schools and families can be adversarial. Some parents are distrustful of the school's values, and the schools sometimes underestimate the family's potential to contribute to their children's intellectual growth. Students get caught in the middle, their allegiance to and affection for each party challenged by the other. Accomplished educators develop skills and understandings to avoid these traditional pitfalls and work to foster collaborative relationships between school and family.

The changing family structure in our society creates new challenges as well, for there are now more youth with single parents, working parents and parents with inadequate income. Thus, creating home-school partnerships has become more difficult for educators and parents in many communities. In attempting to work creatively and energetically with families in the interest of students' development, able educators acquire knowledge and understanding of individual students' lives outside school. A teacher's foremost responsibility is to the intellectual development of our youth, but they are mindful of the broad range of children's needs, including the need for guidance and the strong presence of caring and nurturing adults. This is a difficult set of obligations to fulfill. On the one hand, educators are prepared neither by training nor by role to serve as parent surrogates or social workers. The distinctive mission of teaching is to promote learning, a complex undertaking in itself. On the other hand, education's broad and humane purposes do not admit any narrow specialization.

Students' physical, emotional, and social well-being cannot be separated from their intellectual growth.

5.3 Educators engage community resources to enhance learning.

Professional educators cultivate knowledge of their school's community as a powerful resource for learning. The opportunities are many for enriching projects, lessons, and study: observing the city council in action; collecting oral histories from senior citizens; studying the ecology of the local environment; visiting a nearby planetarium; drawing the local architecture; or exploring career options on-site. Any community -- urban or rural, wealthy or poor -- can be a laboratory for learning under the guidance of an effective teacher. Moreover, within all communities there are valuable resources such as other educators and students, senior citizens, parents, business people, and local organizations that educators can engage to assist, enhance and supplement their work with students. Educators need not teach alone.

Educators also cultivate knowledge about the character of the community and its effects on the school and students. They develop an appreciation of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence. Cultural and other discontinuities between home and school frequently can confound educators' efforts to promote learning. Conversely, the cultural diversity represented in many communities can serve as a powerful resource in teaching about other cultures, in encouraging tolerance and understanding of human differences, and in promoting civic ideals. Accomplished educators seek to capitalize on these opportunities and to respond productively to students' diverse backgrounds.

Teaching and learning comprise a holistic process that connects ideas and disciplines to each other and to the personal experiences, environments, and communities of students. Consequently, the process of teaching must be dynamic and reciprocal, responding to the many contexts within which students learn. Such teaching demands that educators integrate their knowledge of subjects, students, the community, and curriculum to create a bridge between learning goals and learners' lives.

There is a balance here. Schools and educators cannot alleviate all the social problems that they encounter. Yet educators confront the human condition daily in all its variety, splendor and misery. They must be humane, caring and responsive to students and their problems, while they maintain a focus on their distinctive professional responsibilities.

Professional educators assume roles that extend beyond the classroom and include responsibilities for connecting to parents and other professionals, developing the school as a learning organization, and using community resources to foster the education and welfare of students.

NBPTS: STANDARD SIX

Standard #6: Educational Leadership

Being a leader in today's educational system can be viewed from multiple perspectives, as well as exemplifying the multifaceted approaches all educators must assume. Educators today are asked to take on leadership roles in multiple areas, such as designing and implementing curriculum, working with formal and informal assessments, nurturing student, parent, and community support systems, as well as being involved and directly linked to the operations of a complex social system.

It is expected that educators pursue leadership involvement within and outside their educational system. One who continually seeks engagement in deliberate actions that will lead to enhancing learning opportunities in the environment and culture in which he/she belongs is highly valued. It is through this involvement that educators will make deeper and more meaningful connections to their educational communities and families.

6.1 Classroom Leadership

Educators have many opportunities for leadership within their own classroom or grade-level. These opportunities present themselves with students as well as parents and co-workers. There are countless opportunities for advocacy of best practice, cutting edge curriculum, student needs, etc.

6.2 District Leadership

Leadership in education may also focus on embracing learning opportunities and creating environments throughout the school community that engages learners, families, and others, while promoting and ensuring the cognitive, physical, social, psychological, spiritual, and emotional development and well-being of the child, while at the same time, advocating for high quality, collaborative strategies that will lead to greater success.

6.3 Community and/or Global Leadership

Leadership, moreover, in the broader context, also supports the development of relationships and maintaining open communication with the community 'outside' the school environment. For instance, the educator may become actively involved in organizations serving children in the community, become an advocate for others, promote efforts of civic engagement, and seek opportunities to take a more proactive role outside the school day. Joining civic groups and organizations, faith-based programs and initiatives, government-led and/or sponsored projects, running for elected offices and/or positions, holding leadership roles in local, state, or national organizations, presenting at local, regional, state, national and international levels, as well as volunteering, are just some of the many examples leaders can provide support, promote, and enhance ones' own leadership potential and grow as a person, both personally and professionally.

REFLECTIVE REVIEW & ASSESSMENT PROCESS

REFLECTIVE PROCESS

ASSESSMENT PROCESS

When you have completed steps 1-5 for all 12 reflections,

you advance to the formal assessment process.

Step 1: SELF REFLECTION

In this step you will prepare for the interview and writing of the reflection. Come to the weekend prepared with your idea/activity that demonstrates standard/substandard mastery. Be sure to have the step-by-step process and the artifact with you.

Step 2: REFLECTIVE INTERVIEW

You will each be interviewed twice per standard. Your interviewer will guide you through a reflective process. These interviews will be recorded (written and video).
See:
-*Reflective Interview Roles & Process*
-*Reflective Interview & Writing Guide*

Step 5: REVISION

Following the peer review, you will have the opportunity to review the feedback/suggestions and revise your written reflection.

Step 3: WRITTEN REFLECTION

After the reflective interview, you will be given time to type up your reflection. You will have the recordings to assist you (written and video).
See:
-*Written Interview & Interview Recording*

Step 4: PEER REVIEW

Each weekend, your written reflection will be peer reviewed by your advisory group. The purpose of this is to continue to push your peers to a higher level of thinking. It is a "review" and not a formal assessment.
See:
-*Portfolio Reflection Rubric*

Step 6: ADVISORY GROUP ASSESSMENT

In February (2nd year), your peers will conduct a comprehensive review of your final portfolio. At this time, they will either approve your portfolio or advise you of the necessary revisions.
See:
-*Advisory Group Assessment Guidelines*

Step 7: FACILITATOR ASSESSMENT

In March (2nd year), the facilitators will conduct the final review. At this time, they will either approve your portfolio or advise you of the necessary revisions.
See:
-*Facilitator Assessment Rubric*

Step 8: SMSU ASSESSMENT FORM & SUBMISSION

Your facilitator will complete the SMSU assessment rubric and verify the successful completion of your portfolio.

CONGRATULATIONS!

REFLECTION REVIEW CYCLE

Reflection Review Cycle #1
Standard One—January

Reflection Review Cycle #5
Standard One—May

Reflection Review Cycle #9
Standard One—October

Reflection Review Cycle #2
Standard One—February

Reflection Review Cycle #6
Standard One—July

Reflection Review Cycle #10
Standard One—November

Reflection Review Cycle #3
Standard One—March

Reflection Review Cycle #7
Standard One—August

Reflection Review Cycle #11
Standard One—December

Reflection Review Cycle #4
Standard One—April

Reflection Review Cycle #8
Standard One—September

Reflection Review Cycle #12
Standard One—January

REFLECTIVE INTERVIEW & WRITING GUIDE

This is meant to be a guide and not an all-encompassing script.

<p>Describe what this standard and specific substandard(s) means to <u>you</u> as an educator.</p>
<p>Explain how the artifact/activity you have selected meets this substandard.</p>
<p>Thoroughly describe the artifact/activity you implemented. Be sure to provide a step-by-step process.</p>
<p>Clearly describe what went well. How do you know this? <u>Be specific</u>. What did you hear, see, etc. Use all your senses. Give examples.</p>
<p>Clearly describe what didn't go well. How do you know this? <u>Be specific</u>. What did you hear, see, etc. Use all your senses. Give examples.</p>
<p>What you would do differently next time & why?</p>
<p>Share the impact of the artifact/activity on your <u>students</u>. Tell me what you heard, saw, etc.</p>
<p>Share the impact of the artifact/activity on you personally <u>and</u> professionally. Tell us how you've grown and/or what you've learned. How has this/will this inform your practice?</p>
<p>Reference the <u>research</u>. What have you read and/or learned that validates this artifact/activity?</p>

Particular emphasis should be placed on the areas in bold.

REFLECTIVE INTERVIEW ROLES & PROCESS

1. Interviewee	This person's role is to be interviewed regarding the particular standard/sub-standard.
2. Interviewer	This person's role is to ask the interview questions.
3. Note Taker/Recorder	This person's role is to record the interviewee responses.
4. Videographer	This person's role is to video tape the session.
5. Critical Prober	This person(s) role is to give general feedback and ask critical probing questions throughout the process. The feedback and questions will promote the development of higher level thinking and deeper responses. Those performing roles 2-4 should also assist in this role. At all times throughout this process, the group members should be trying to push the interviewee to think deeper and more critically about his/her practice.

- Select Group Member Roles
- Interviewer interviews the Interviewee (using *reflective interview & writing guide*)
- Note Taker/Recorder records the answers on the template
- Videographer records the session (flip camera, cell phone, or iPad)
- After this reflective interview session, the interviewee takes the notes and the recording to utilize as aides when writing up the reflection. He/she should be sure to attach the artifact(s).

REFLECTION RUBRIC

For each portfolio reflection, you should be able to clearly identify each of the following elements.

	3- No changes needed	2- Tweak it a little	1- Re-write or add
The project/activity you implemented is described.			
The step-by-step process you implemented is described.			
You clearly describe what went well.			
You clearly describe how you know it went well.			
You clearly describe what didn't go well.			
You clearly describe how you know it didn't go well.			
You state what you would do differently next time.			
You share the impact of the activity/project on you personally and professionally.			
You share the impact of the activity/project on your students.			
You referenced the research.			
GENERAL COMMENTS:			

PLANNING TEMPLATE: STANDARD ONE

Standard #1: Educators are Committed to Students and Their Learning				
	Strengths	Weaknesses	Artifact	Rating <i>(Use rating scale below)</i>
1.1 Educators recognize individual differences in their students and adjust their practice accordingly.			A. B.	
1.2 Educators have an understanding of how students develop and learn.			A. B.	
1.3 Educators treat students equitably.			A. B.	
1.4 Educators' mission extends beyond developing the cognitive capacity of students.			A. B.	
1.5 Educators affirm the commonalities and differences of students and all humans.			A. B.	

1=Aware, 2=Developing, 3=Competent, 4=Proficient

PLANNING TEMPLATE: STANDARD TWO

Standard #2: Educators Think Systematically About Their Practice and Learn from Experience				
	Strengths	Weaknesses	Artifact	Rating <i>(Use rating scale below)</i>
3.1 Educators Call on Multiple Methods to Meet Their Goals			A. B.	
3.2 Educators Facilitate Learning in Group Settings			A. B.	
3.3 Educators Focus on Student Engagement			A. B.	
3.4 Educators Regularly Assess Student Progress			A. B.	
3.5 Educators Emphasize Principal/Critical Objectives			A. B.	

1=Aware, 2=Developing, 3=Competent, 4=Proficient

PLANNING TEMPLATE: STANDARD THREE

Standard #3: Educators Think Systematically About Their Practice and Learn from Experience				
	Strengths	Weaknesses	Artifact	Rating <i>(Use rating scale below)</i>
3.1 Educators Call on Multiple Methods to Meet Their Goals			A. B.	
3.2 Educators Facilitate Learning in Group Settings			A. B.	
3.3 Educators Focus on Student Engagement			A. B.	
3.4 Educators Regularly Assess Student Progress			A. B.	
3.5 Educators Emphasize Principal/Critical Objectives			A. B.	

1=Aware, 2=Developing, 3=Competent, 4=Proficient

PLANNING TEMPLATE: STANDARD FOUR

Standard #4: Educators Think Systematically About Their Practice and Learn from Experience				
	Strengths	Weaknesses	Artifact	Rating <i>(Use rating scale below)</i>
4.1 Educators Regularly Model Ethically Reasoned Judgments as they Engage in Daily Decision Making Within Their Learning Community			A. B.	
4.2 Educators Seek the Advice of Others and Draw on Education Research and Scholarship to Improve Their Practice			A. B.	
4.3 Educators Make Decisions Based on Knowledge of the Historical, Philosophical and Social Foundations of Education			A. B.	

1=Aware, 2=Developing, 3=Competent, 4=Proficient

PLANNING TEMPLATE: STANDARD FIVE

Standard #5: Educators are Members of Learning Communities				
	Strengths	Weaknesses	Artifact	Rating <i>(Use rating scale below)</i>
5.1 Educators Contribute to School Effectiveness by Collaborating with Other Professionals			A. B.	
5.2 Educators Work Collaboratively with Parents and Families			A. B.	
5.3 Educators Engage Community Resources to Enhance Learning			A. B.	

1=Aware, 2=Developing, 3=Competent, 4=Proficient

PLANNING TEMPLATE: STANDARD SIX

Standard #6: Educational Leadership

	Strengths	Weaknesses	Artifact	Rating <i>(Use rating scale below)</i>
6.1 Classroom Leadership			A. B.	
6.2 District Leadership			A. B.	
6.3 Community and/or Global Leadership			A. B.	

1=Aware, 2=Developing, 3=Competent, 4=Proficient

ADVISORY GROUP ASSESSMENT GUIDELINES

Each advisory group member will be asked to assess in two ways. The first will individually and the second will be completed as a group.

1) Individual Reflection Reviews

- You will be asked to thoroughly review two or three reflections for each group member. For each reflection you review, you should fill out a portfolio reflection rubric. Be sure to place your name on each.
- When you review a reflection, please place a sticky note on it indicating to the next reviewer that it has been examined. Please make sure all reflections are reviewed.
- As a guide, I would suggest that you try to accomplish a peer portfolio review in roughly 30 minutes.
- This step in the process is best accomplished as a round robin review.

2) Advisory Group Overall Portfolio Review

- Utilizing the completed portfolio reflection rubrics as a guide, each group member will share their assessment of the reflections they reviewed. Once all individuals have shared their assessments, the advisory group must complete the facilitator assessment rubric. Be sure each group member signs the form.
- As a guide, I would suggest that you allow 20 minutes for the full group discussion and assessment.

At the end of the review session, please return the portfolio to the owner along with evaluation sheets. After looking over your evaluation(s), please place the packets in the front of your portfolio and submit the portfolio to the facilitators for review.

FACILITATOR ASSESSMENT RUBRIC

Student Name:	
Advisory Group Name:	

Rubric Criteria: 1-Aware 2-Developing 3-Competent 4-Proficient

Basic Components	1	2	3	4	Comments <i>If not a 3 or 4, identify the specific sub-standards that need attention. Further, explain what is required to obtain a 3 or 4 rating.</i>
Clearly identified on cover: -Name -Discipline -Grade -Learning Community					
Professional Appearance					
Organized Structure/Format					
Free of Grammatical Errors					
Minimum Number of Reflections					
Variety in Artifacts					
Research Validation					
Reflective & Growth Components	1	2	3	4	Comments <i>If not a 3 or 4, identify the specific sub-standards that need attention. Further, explain what is required to obtain a 3 or 4 rating.</i>
1. The portfolio clearly demonstrates reflection and understanding about learning and leading. (process, evaluation, reflection, student learning)					
2. Portfolio provides evidence of self-assessment of and self-responsibility for learning.					
3. Portfolio reflections show evidence of developing knowledge, skills, dispositions, and experiences of the profession. Demonstrates professional impact/growth.					
Overall Portfolio Rating	1	2	3	4	Comments
Please check one					

Advisory Group Use Only		
	Check ONE	Comments
Portfolio Approved <i>(To place a check here, there can't be any 1 or 2 ratings above.)</i>		
Portfolio Approved w/Minor Revisions <i>(Revisions identified below-no need to resubmit)</i>		
Portfolio Revisions Required <i>(Revisions identified below-you must resubmit)</i>		
Advisory Group Signatures:		

Facilitator Use Only		
	Check ONE	Comments
Portfolio Approved <i>(To place a check here, there can't be any 1 or 2 ratings above.)</i>		
Portfolio Approved w/Minor Revisions <i>(Revisions identified below-no need to resubmit)</i>		
Portfolio Revisions Required <i>(Revisions identified below-you must resubmit))</i>		
Facilitator Signatures:		

Required Revisions		
Standard #	Substandard #	Comments (Be very specific)

Continue on the back if necessary.

