

Colorado Mesa University

Center for Teacher Education

Program Proficiency Portfolio Guidelines

Portfolio Philosophy

For the purposes of the requirements of the Colorado Mesa University Center for Teacher Education and the Colorado Department of Education, the Program Proficiency Portfolio is defined as a collection of documented, credible, and tangible artifacts that chronicle teacher candidates' accomplishments throughout their preparation. Colorado Mesa University faculty members support the philosophy that teachers should be competent, reflective problem solvers and decision-makers. The portfolio should reflect opportunities teacher candidates have had throughout their program courses/internship to attain performance-based competencies, standards, and dispositions required for success in the education profession.

The portfolio showcases the knowledge, skills, talents, and experiences of each teacher candidate, provides evidence of proficiency in the competencies required of a teaching professional, and demonstrates progress in the integration and application of critical thinking, critical articulation and communication, and specialized knowledge. Ongoing reflection on knowledge and performance throughout the teacher preparation program helps to enable teacher candidates to reflect on their professional growth. Artifacts selected to be included in the portfolio should represent the teacher candidates' best work at the time of their creation.

Portfolio Policies for Teacher Candidates

Pre-Internship Overview: Your professional portfolio will be a two-part extrapolation. **First**, each course in the professional education sequence (pre-internship) will provide you with opportunities to develop artifacts that demonstrate their progress in attaining the required competencies outlined in the standards. In demonstration of meeting the InTASC standards (CCSSO, 2011) aligned to the Colorado Effectiveness Standards, you will choose ten different artifacts from your pre-internship with each one addressing a different standard (10 standards = 10 artifacts). In the pre-internship semester, you will focus on the essential knowledge standards, however, performance standards may also be addressed. **Artifacts will be the original work of teacher candidates, not material copied from other sources.** The chosen artifacts should demonstrate your best work at the time of selection.

When completing the Standard Reflection Form (SRF), your *rationale* should elaborate how **and** why the chosen artifact provides evidence of progress toward the associated standard; whereas, the *reflection* on the SRF should illustrate both student and professional growth with the associated standard along with how this experience will shape your future (internship/first year teaching) goals and dispositions. As the number of performance/knowledge standards vary per standard, your reflection should encompass a majority of the total number of indicated performance and/or essential knowledge standards. As you write both your rationale and reflection, provide a citation within your narrative, indicating the specific standard being referenced. For example, if you are addressing Standard #2, your reflective narrative may reference “making appropriate and timely provisions for individual students.” After this part of your narrative, you would cite (2b) as the performance standard being referenced. Another goal of the reflection is for you to be able to connect theory to practice as you reflect on your professional growth and goals. Be sure to include professional vocabulary/language related to the standard. You will need to integrate and cite a minimum of five educational resources (e.g. course texts, professional articles, district resources, mentor’s library, etc.) that provide the research base for this experience. How does the professional research support what you are doing and where you are going?

Internship Overview: For the second part of the portfolio, you will select exemplary artifacts you have collected/created during your internship that are evidence of meeting the ten different standards also explained as described above using the SRF. The **second compilation of artifacts** will add ten additional artifacts (or collection of artifacts) with their reflections resulting in a portfolio with twenty artifacts accompanied by their corresponding SRF.

An example would be a seven-day math unit you have developed and taught in which you have created and used a variety of types of assessments. You believe the development and use of these assessments demonstrate your ability to perform Standard #6: Assessment. You would complete one SRF that describes how and why this is strong evidence (proof) of meeting the standard (rationale) while reflecting on your own professional growth as a teacher using assessment with learners in the classroom to guide your decision making and goal setting (reflection). For both the rationale and the reflection sections, you will address a majority of the performance standards, citing each as stated above. You will need to integrate and cite a minimum of five educational resources (e.g. course texts, professional articles, district resources, mentor's library, etc.) that provide the research base for this experience. How does the professional research support what you are doing and where you are going?

The following required elements should be organized in a binder with tabs for the different standards (NOTE: please hole-punch your papers and DO NOT use plastic cover sleeves):

- **Cover Page**
- **Table of Contents**
- **Professional Growth Reflection**
 - A final reflection on your overall growth as a professional in the teaching field as represented by your experiences in the CMU teacher education program, coursework and field experiences to date for each semester. Discuss what you have learned overall and how you are better prepared to enter the teaching profession. You will complete a Professional Growth Reflection for both the pre-intern and intern semesters.
- **Reference List (APA Format) with minimum of thirty references**
- **Artifacts with Standard Reflection Forms for the Ten Professional Teaching Standards**

Professional Teaching Standards:

Standard #1: Learner Development

Performances

- 1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Standard #2: Learning Differences

Performances

- 2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
- 2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard #3: Learning Environment

Performances

- 3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
- 3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.
- 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.
- 3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard #4: Content Knowledge

Performances

- 4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.
- 4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
- 4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
- 4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Standard #5: Application of Content

Performances

5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5(h) The teacher develops and implements supports for learner literacy development across content areas.

Standard #6: Assessment

Performances

6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard #7: Planning for Instruction

Performances

7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7(b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Standard #8: Instructional Strategies

Performances

8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Standard #9: Professional Learning and Ethical Practice

Performances

- 9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
- 9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
- 9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard #10: Leadership and Collaboration

Performances

- 10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
- 10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.
- 10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(h) The teacher uses and generates meaningful research on education issues and policies.
- 10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.