INTRODUCTION

For evaluative, organizational and planning purposes, student teachers and interns will keep a working portfolio of their student teaching experience. The portfolio focuses on providing evidence of the student teacher's impact on student learning. Reflections on the evidence of student learning will require you to synthesize the sources of your learning and growth that enabled you to impact the students in your classroom.

In addition, it will be helpful to you and your supervisor for you to include evaluation forms, information about written assignments, the student teacher calendar, weekly reports and any other required paperwork in a separate section in the portfolio.

The evidence contained in the portfolio may be used as part of the conference between the cooperating teacher and the student teacher. It can also be used for the same purpose with the university supervisor as evidence of your growth in the knowledge, skills, and dispositions required for teaching. (You will note that on form ST5, the supervisor will ask to review your portfolio during observational visits.) Keep in mind that the portfolio is an important component of your final assessment of your growth as a leading teacher.

Sharing your portfolio

Toward the end of your student teaching experience, you will be required to share your portfolio in a “Portfolio Interview” with faculty from the School of Education and classroom teachers. You will be asked to describe your professional growth as a result of student teaching and clearly support your impact on student learning with the evidence in your portfolio.

THE PORTFOLIO

For each piece of evidence of student learning, you will have three artifacts: 1. Evidence of Student Learning 2. Lesson or Instructional Plan, and 3. A Reflection on the Evidence.

1. EVIDENCE OF STUDENT LEARNING

As a teacher, ultimately the measure of your teaching is student learning. As a teacher, the emphasis is on being the facilitator of student learning. What evidence do you have that your knowledge, skills, and dispositions have had an impact on student learning? You should include students’ work samples, photographs, lesson plans, drawings, pre and post assessments, projects, and/or other pieces of evidence of your impact on student learning in your working portfolio. (No student should be able to be identified on the work samples you collect).

You must capture at least one piece of student evidence each week of your student teaching experience. The nature of this evidence will change throughout your student teaching experience as you move from working with individual students to small groups of students to teaching the whole class. Since every classroom differs and your role within the classroom will differ, there is not a set collection of evidence that can be prescribed for you to collect. Instead, the evidence will be dependent on your teaching and your role within the classroom.
2. LESSON OR INSTRUCTIONAL PLAN

When you make the claim that a student learned as a result of your teaching, the next question is what did you do as a teacher that resulted in the student learning? What lesson, instruction, intervention, etc. did you use so that the student(s) learned? It is critically important to establish the teaching-learning connection. You want to demonstrate that you, in the role of the teacher, made the difference in student learning. Therefore, for each piece of evidence of student learning that you collect, you will need to include the lesson or instructional plan that resulted in the learning.

3. REFLECTIONS ON THE EVIDENCE

As part of the portfolio process, you will reflect on the evidence of student learning that you collect each week, including the teaching-learning connection. The questions listed below should provide a guide for your reflection. You will not necessarily respond to each question each week; the questions provide a lens for your reflections on student learning. Cross-reference your earlier writings as needed. Responses to the questions should relate to the evidence of student learning.

1. How does the piece of work you collected that demonstrates student learning provide evidence of your becoming
   a. A learning theorist
   b. A curriculum designer
   c. An expert in school context
   d. A master practitioner
   e. An instructional leader

* The domains and competencies can be found in the syllabus. You should use them as a reference as you reflect specifically on the development of your knowledge, skills, and dispositions in the five domains.

2. Describe your learning this week. Describe your learning as a result of the experiences you have had that lead you to be able to impact student learning.

   a. What new knowledge did you gain or acquire this week? Did you learn this knowledge because your cooperating teacher or supervisor encouraged you in a certain area? Was the learning as a result of needing to teach something to your class? Or was the knowledge you acquired a result of your own initiative? If so, what was the source of your learning? What evidence do you have of the knowledge you have acquired?

   b. Describe any new or improved skills you developed. How can you describe how your new skills have been applied with the students in your class? How did they impact student learning? How was the development of new skills related to the development of any new knowledge? Did someone teach you these skills or did you learn them on your own? If you have learned new skills but have found obstacles to implementing them, explain why this is the case. What evidence do you have of the skill you have developed?

3. Describe the relationship of the evidence of student learning to the three themes of the Leading Teacher Program: Leadership, Diversity, and Technology.
4. In this section, reflect on your professional and personal dispositions related to teaching. Have your perspectives on teaching changed this week? (Think about your knowledge, skills, and experiences.) How have your attitudes, values, and beliefs about teaching changed? Was there anything you did on your own initiative that you think is leading you towards becoming a proficient or even distinguished teacher? What have been your primary challenges and how do you intend to overcome them? What has been joyful about your work this week? Explain your remarks.

Reflections should be written in Standard Edited American English (SEAE). You will keep your reflections as part of the portfolio with the evidence of student learning on which you are reflecting and the related instructional plan; however, your university supervisor may also ask you to send separate reflections to him or her periodically.

The focus of one of the Student Teaching Seminars will be on moving your “working portfolio” (as described in this document) to a “showcase portfolio” that you will be able to use as you search for a teaching position. A showcase portfolio presents the best of you and your accomplishments; the working portfolio is a place for you to gather evidence, express your ideas, reflect on your progress – it is a work in process. Therefore, it is the final product that will be assessed. A rubric will be made available for the showcase portfolio when the timing is right.