****

**Electronic Portfolio and Presentation**

All STs must complete a portfolio. Please refer to guidelines for developing an electronic portfolio as well as the Electronic Portfolio Evaluation form.

**GUIDELINES FOR DEVELOPING AN ELECTRONIC PORTFOLIO**

Your electronic teaching portfolio provides a way to present yourself as a thoughtful, competent professional and documents your growth in teaching. It should include carefully selected evidence of your performance as a Student Teacher and of your ability to analyze your teaching.

The size of the portfolio is not as important as the content. A portfolio is not just a collection of products. Although you may choose certain products as examples, it is the way you analyze and present yourself that is critical. The portfolio should be a clear, concise, understandable, and an effective portrayal of yourself as a beginning teacher. The rating scale is located on the Electronic Portfolio evaluation form.

**Your portfolio will count as a major piece (18 points) of your final grade**. **Therefore, the quality of your portfolio/presentation can have a significant impact on your final grade for student teaching.** Turn your portfolio in to your US on the assigned date. **Points will be deducted from your final score for the portfolio/portfolio presentation assignment for each day the assignment is turned in after the due date established by the university supervisor.**

1) Begin with an introductory section that includes **your philosophy of education** (1-3 pages) and a copy of your **resume**. Your philosophy of education can be a shortened version of your post-philosophy paper, but must also include how you will incorporate multicultural education and diversity into your curriculum and how you will promote cultural sensitivity, inclusiveness and equity into your classroom activities.

2) Provide a **narrative summary with reflection** for each ADEPT Performance Standard justifying how you have met the standard and give evidence of reflection and self-evaluation (1 or 2 pages for each standard). This narrative summary must include a **reflection statement** for each artifact. The reflection statement should cover an evaluation of the artifact and the experience that it documents. Consider what you learned from the experience and how you might do things differently in the future. Address how the experience contributed to your development as a professional educator, consider what steps you might need to take for future growth.

3) Select **one artifact** for each standard that best represents your growth and competency in that area. Deciding what items of evidence to use and how to present them throughout the various sections of your portfolio will be a challenge. In fact, throughout the semester, an important activity for you will be to refine your techniques of describing, portraying, and presenting what you are doing successfully and analytically as an aspiring professional teacher. As you work with your CT and US, you should seek feedback on your presentation of evidence of your success as a Student Teacher. **Your unit plan and associated assessments/analyses are required artifacts for APS 2 & 3.**

4)There is no prescribed format for organizing your electronic portfolio. However it is your responsibility for arranging all of the required content (philosophy of teaching, resume, reflections and artifacts for APS 1-10) in a manner that is easily accessible to your US.

**5) Please remember that you will be assessed a five point penalty for each day your portfolio is submitted after the due date.**

REFLECTION PROMPTS FOR PORTFOLIO

In your reflections for your portfolio, make sure that you address all or nearly all of the questions listed below. The evidence you provide must support your responses.

**Performance Standard 1: Long-Range Planning**

* How well did your SLO assignment (including pre-assessments and goal planning) help you set reasonable expectations for your target students?
* Did the SLO assessment that you planned appropriately measure your goals and objectives?
* To what degree did your SLO assignment provide opportunities for accommodating individual student needs?
* How will the SLO assignment inform your future instruction?

**Performance Standard 2: Short-Range Planning of Instruction**

* To what extent have your plans been designed to improve students’ process standards?
* To what extent have your plans used the process standards to help students understand important ideas?
* To what extent have your plans incorporated technology as a learning tool?
* How successful have you been at planning lessons that capture students’ interest?

#### Performance Standard 3: Planning Assessments and Using Data

* To what degree have your assessments been aligned with your instruction and your goals?
* How have you used strategies other than quizzes and tests to provide authentic assessment of student achievement?
* How successful have you been at providing meaningful feedback to students?
* How successful have you been at maintaining accurate records?

**Performance Standard 4: Establishing and Maintaining High Expectations for Learners**

* Did youset and maintain high expectations for everyone?
* Did students understand what they were supposed to learn?
* Did you have high expectations for everyone, both cognitively and affectively?

**Performance Standard 5: Using Instructional Strategies to Facilitate Learning**

* Did you use instructional strategies that were appropriate for the objectives?
* Did you build toward, rather than from, abstract ideas?
* Did you use strategies that actively engaged students?
* Did you use strategies that promoted the process standards?
* Did you use a variety of strategies?

**Performance Standard 6: Providing Content for Learners**

* How accurate were you in teaching content?
* How well did you pace the course? Did you emphasize breadth over depth or depth over breadth?
* Did you emphasize big ideas?
* Were skills taught with understanding?
* Did students see the purpose for the skills they were learning?

**Performance Standard 7: Monitoring, Assessing, and Enhancing Student Learning**

* How effective was the feedback you provided to students in helping them learn?
* Did you summarize frequently and emphasize big ideas?
* Did you extend or enrich the learning for every student?

**Performance Standard 8: Maintaining an Environment that Promotes Learning**

* How engaging and interesting was the environment in your classroom?
* Did students feel free to take risks and make mistakes?
* Did the environment promote cooperation and respect?
* Did students accept responsibility for their own learning?

#### Performance Standard 9: Managing the Classroom

* Did you have an effective management plan?
* Did you enforce your rules fairly and consistently?
* Did you manage time effectively, including transitions between activities?

**Performance Standard 10: Fulfilling Professional Responsibilities**

* Comment on the goals you created for Professionalism and how you met these goals.

The student teaching portfolio is aligned with the following NAEYC standards:

1a. Knowing and understanding young children’s characteristics and needs
1b. Knowing and understanding multiple influences on development and learning
1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

2a: Knowing about and understanding diverse family and community characteristics

2b: Supporting and engaging families and communities through respectful, reciprocal relationships

2c**:** Involving families and communities in young children’s development and learning

3a. Understanding the goals, benefits, and uses of assessment
3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches
3c. Understanding and practicing responsible assessment to promote positive outcomes for each child

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

6b:Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education