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**Electronic Portfolio and Presentation**

All STs must complete a portfolio. It is the responsibility of the ST to schedule a portfolio presentation with the US & CT during the last two-three weeks of student teaching. Please refer to guidelines for developing an electronic portfolio and presentation 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 and presentation 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 must 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.**

6) Prepare a 20 to 30 minute **oral/electronic presentation** of yourself as a developing professional teacher. Schedule a presentation during the last weeks of student teaching with your US. The presentation will be made to a panel of professionals, which may include your CT, US, principal, teachers at your school, a fellow student teacher, etc. This is not just an exercise in presenting each ADEPT APS, it should be an analytical and reflective journey through your semester of becoming a teacher.

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 does your long-range plan capture the big ideas of the course?
* Have you included meaningful affective goals for the course?
* To what degree have you developed a plan for managing behavior?
* How well have you planned for non-instructional routines?

**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.