

INTASC Activity

Standard 1 *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.*

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 2 *The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.*

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 3 *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 4 *The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 5 *The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 6 *The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 7 *The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 8 *The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical personal development of the learner.*

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 9: *The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in*

the learning community) and who actively seeks out opportunities to grow professionally.

In your own words, what are the key elements?

What could be evidence of this standard?

Standard 10: *The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.*

In your own words, what are the key elements?

What could be evidence of this statement?

University of North Carolina at Wilmington

TEACHING FELLOWS PORTFOLIO

Rationale:

Portfolios are considered in many states, including North Carolina, as an alternative evaluative strategy for teachers. The portfolio strategy has been adopted in some teacher education programs, representing the multiple dimensions of learning required of the emerging professional educator. The National Board Professional Teaching Standards requires teachers to submit a portfolio for evaluation. Moreover, many public school teachers are adapting the portfolio strategy for classroom evaluation and grading. The UNCW Teacher Education Program supports portfolio usage to encourage and support the growth of our Teaching Fellows.

The portfolio will be developed during your UNCW Teaching Fellows Program. Some items mentioned in the accompanying guide will be collected during your undergraduate work prior to student teaching and will be collected in a "Process Portfolio". A "Product Portfolio" will be developed, using the contents of your cumulative portfolio, into a more concise demonstration of your abilities relating to being a professional educator.

Goal of the Portfolio

To demonstrate your growth and development in the knowledge, skills, and attitudes necessary to become an effective professional educator and a reflective, self-directed, teacher.

The UNCW Teaching Follows Portfolio Project utilizes two types of portfolios during the four year undergraduate education program

1. A "process portfolio" will be kept by the student throughout the program until the student teaching semester. This portfolio will be focused on helping the student and the Teaching Fellows Program maintain a more comprehensive understanding of the student's personal, academic, and professional growth. The process portfolio assists the student in an accurate reflection regarding their growth and guides the student in setting challenging, and realistic, goals.
2. A "product portfolio" will be produced during the student's final semester in the undergraduate education program. This portfolio will integrate selected data from the process portfolio, coupled with representative evidences of the student's performance during the practicum- a cumulative picture of the student as a beginning teacher. The product portfolio has been shown to be a valuable interview tool in initial employment efforts and an important foundation in a teacher's continual professional development through their career.

STRUCTURE OF THE PORTFOLIO:

Freshman Year Process Portfolio (Potential evidences by category)

As a Well-rounded Student...

- Transcripts of courses and accompanying grades
- Selected assignments from courses
- Campus Support Program
- Goal Setting for each semester
- Reflections about student issues- academic, personal, and social
- Log of activities in the areas of Fine Arts, Humanities, Multi-cultural, Physical Activities, Hobbies
- Awards received during year, i.e. Dean's List, etc.

As a Community Member...

- Committee assignments, participation logs, reports
- Leadership Transcripts
- Tutoring (photos, letters from tutees and/or parents/supervisors)
- Volunteer work
- Other evidences of leaderships

As Continual Learner

- Participation Log for Special Seminars or Scholar Lectures
- Readings for Personal Growth

As a Developing Professional Educator...

- Initial Reflection Paper (EDN 105), experiences that led to teaching career choice
- Inquiry Project
- Attendance in educationally-related seminars
- Portfolio Seminar (Writing Workshop)
- Tutoring during Spring Semester and Reflective papers on the one-on-one experiences.

Sophomore Year Process Portfolio (Potential evidences by category)

As a Well-Rounded Student...

- Transcripts with courses and accompanying grades
- Goal statements for the school year
- Selected assignments from courses
- Reflections about student issues academic, personal, and social
- Log of activities in the areas of Fine Arts, Humanities, Multi-cultural, Physical Activities, Hobbies
- Awards received during year, i.e. Dean's List, etc

As a Community Member...

- Committee assignments, participation logs, reports
- Leadership Transcripts
- Volunteer Work reports, logs
- Tutoring (photos, letters from tutees or parents/supervisor)

As a Continual Learner...

- Participation Log for Special Seminars or Scholar Lectures
- Readings for Personal Growth
- Self-directed areas of study

As a Developing Professional Educator...

- Plans and Goals for Public School Observations
- Classroom Observation and Related Reflections
- Inquiry Paper from fall term
- Tutoring during Fall and Spring Semesters and Reflective Papers on the one-on-one experiences

Format for Process Portfolio:

Creative, individual styles accepted

Keep track of the information in...boxes, sets of files, scrapbook, multimedia presentations, video, graphic displays, etc

PERFORMANCE-BASED STANDARDS FOR BEGINNING TEACHERS

Making Connections

The focus on the development of teachers has embraced the notion that performance-based standards and assessment should guide the teacher preparation and career development programs in their design and implementation efforts. These efforts should be collaborative, with higher education and public school educators assuming the mutual goal of improving the quality of education for today's students. Focused educational reform efforts have identified important elements that provide the support and challenges for the improvement of teaching.

These collaborative efforts should be considered as a developmental career continuum that provides seamless connections between pre-service teacher preparation programs and the continuous in-service professional development process. As reflected in the graphic display on the following page, model for creating such a seamless connection between pre-service and in-service programs should include clear performance-based standards that can be demonstrated in a manner that provides the individual with opportunities for ownership in the process and the product.

This model has implications for teacher education programs and for public school systems calling for a new professional norm that involves educators in examining and making educational practices and standards that are embraced by all. Programs involved in the development of professional educators are making connections and providing long-range planning that is developmentally appropriate and responsive to teachers as they move through the major career stages.

The Standards for Performance

Included in this section of the handbook are the INTASC standards that have been adopted by the state of North Carolina for use in guiding the performance of beginning teachers. In order to make this list of ten standards more "user friendly" for the purpose of constructing an educator's portfolio this project has established four evaluative categories in which these standards are subsumed (see graphic representation of model)

- **Planning for Instruction**
which includes elements of INTASC standards 1, 2, 3, 6, 7 and 8
- **Instruction for Student Success**
which includes elements of INTASC standards 2, 3, and 4
- **Creating and Maintaining a Positive Learning Climate**
which includes elements of INTASC standards 5 and 6
- **Teacher Professionalism**
which includes elements of INTASC standards 9 and 10

	DEVELOPMENT OF PROFESSIONAL EDUCATORS			
	SEAMLESS CONNECTIONS			
	PRE-SERVICE		IN-SERVICE	
MAJOR CAREER STAGES	STUDENT IN INITIAL TEACHER PREPARATION PROGRAM	STUDENT TEACHER	BEGINNING TEACHER	CAREER TEACHER
EVALUATION CRITERIA	NCATE ADOPTION OF INTASC STANDARDS	NCATE ADOPTION OF INTASC STANDARDS	INTASC STANDARDS ALIGNED WITH NBPTS	NBPTS
ASSESSMENT & PROFESSIONAL GROWTH TOOL	PORTFOLIOS AS MEANS TO <u>DEVELOP</u> KNOWLEDGE	PORTFOLIOS AS MEANS TO DEVELOP AND <u>DISPLAY</u> KNOWLEDGE	PORTFOLIOS AS MEANS TO <u>DEVELOP</u> AND DISPLAY KNOWLEDGE	PORTFOLIOS AS MEANS TO <u>DEVELOP</u> AND <u>DISPLAY</u> KNOWLEDGE

A Modal for Creating Seamless Connections Between Pre-service and In-service Programs

NCATE STANDARDS LINKED to INTASC

Candidates complete a well-planned sequence of courses and/or experiences in pedagogical studies that help develop understanding the use of:

- Research- and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of student;
- Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural backgrounds and with exceptionalities;
- Variety of instructional strategies for developing critical thinking, problem solving, and performance skills;
- Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation;
- Effective verbal, nonverbal, and media communications for fostering active inquiry, collaboration, and supportive interactions in the classroom;
- Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals;
- Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner;
- Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being;
- Effective interactions with parents for supporting students' learning and well-being;
- The opportunity for candidates to reflect on their teaching and its effects on student growth and learning; and
- Educational technology, including the use of computer and other technologies in instruction, assessment, and professional productivity.

INTASC STANDARDS FOR BEGINNING TEACHERS

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The teacher understands how students learn and develop, and can provide teaching opportunities that support their intellectual, social and personal development.

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The teacher understand and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Source: *Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue*, 1992, Interstate New Teacher Assessment and Support Consortium, Council of Chief State School Officers, Jean Miller, Director.