

Teacher Education Portfolio
Preparation Instructions and Rubrics
for candidates submitting a print portfolio
Mathematics Majors in Option B (Teacher Certification)
Mathematics Department, Western Illinois University

Candidates may submit a Teacher Education Portfolio *electronically* using Taskstream (using Taskstream.com, for which there is a cost) or in *print form* using a three-ring binder. Directions for portfolio submissions using Taskstream are included within Taskstream.

These directions are for candidates submitting a portfolio in print form.

Overview

Teacher education candidates (Mathematics Majors in Option B) should first familiarize themselves with the ***Portfolio Scope and Sequence*** found at <http://www.wiu.edu/users/mfjro1/wiu/stu/advising/scope-n-sequence.htm>. Each candidate should make a print copy of the Illinois Professional Teaching Standards (IPTS) and the Teacher Education Program (TEP) dispositions (found in the TEP Handbook).

The Teacher Education Portfolio is a collection of pieces of work (“artifacts”) by the teacher education candidate. The purpose of the artifacts and their associated reflective statements is to demonstrate the candidate has met the Illinois Professional Teaching Standards.

The portfolio is submitted twice while the candidate is on campus and a third time during the student teaching semester. The portfolio should be submitted to Dr. Jim Olsen (MG 480) or Dr. Robert Mann (MG 211A).

First Submission

- Submitted by noon of the Monday of the fifth week of the semester in which you plan to apply for acceptance into the Teacher Education Program (TEP).
- 4 entries on at least 3 Standards ("Illinois Professional Teaching Standards") and the first reflective paper.

Second Submission

- Submitted by noon of the Monday of the fifth week of the semester prior to student teaching (one semester prior to student teaching).
- 15 entries on all 11 Standards. There will be at least three entries under Standard #1 and at least one entry for the other 10 standards. (If necessary, the candidate may submit at least 12 entries on as many standards as possible by noon of the Monday of the fifth week of the semester, and on the Monday two weeks prior to finals week submit a portfolio with 15 entries (3 additional) on all 11 Standards.)
- (The Work Sample is to be done in EIS 304 (field experience) or during student teaching. Therefore, it may be included as part of the second submission.)

Third Submission

- Student Teaching Semester
- Second reflective paper due when the candidate returns to campus during the student teaching semester.
- Work Sample (unless the Work Sample is done during EIS 304).

Instructions

Candidates should use a three-ring binder. Index tabs should be used. There should be an index tab for the First Reflective Paper, each of the 11 Professional Teaching Standards, the Work Sample, and the Second Reflective Paper.

First Reflective Paper¹

Write a paper in which you address the following questions. Choose an appropriate title for you paper.

- Why have you chosen teaching as career? How have experiences to date influenced your attitude toward teaching and learning? Examples of experiences, classroom assignments, etc. must be incorporated and reflected upon.
- As a future teacher, what are your strengths and weaknesses related to the TEP Dispositions (see the TEP Handbook)?

General Entries (for IPTS Standards 1-11)

The portfolio will ultimately have 15 general entries. There will be at least three entries for IPTS Standard #1. There will be at least one entry for each of the IPTS Standards #2-11. Each general entry is made up of a reflective statement and the artifact.

- ✓ **Reflective Statement** - a short document (preferably three paragraphs) which includes (a) a brief description of the artifact, (b) an explanation of how the entry meets the standard, including how the entry relates to the IPTS indicators, and (c) an explanation of how the entry impacts your teaching.
- ✓ **Artifact** - an assignment, project, lesson plan, quiz, paper, etc. which demonstrates you meet the standard.

Required Entries

All candidates should include the following items (usually for Standard #1) in their portfolio:

- Math 391 paper – This is some assignment in the course where a paper is written, such as a history paper or biography.
- Math 391 project – This is often the major project for the semester. Submit the graded project. **Note:** The “391 paper” entry and the “391 project” entry should not be on the same topic.
- At least one additional entry (beyond the 391 items) for Standard 1: Content Knowledge. This entry should demonstrate your knowledge of mathematics.

Second Reflective Paper

This paper is to be a reflection on your student teaching experience as it relates to the Illinois Professional Teaching Standards and to teaching and learning. Choose an appropriate title for you paper.

In your paper include:

- Your reflection on your student teaching/clinical experience related to the Illinois Professional Teaching Standards and to teaching and learning.
- Examples to support what you have learned about the standards, teaching, and student learning.
- Examples of how you will be able to teach so that all students have the opportunity to learn.

¹ Rubrics for each type of entry can be found at the end of this document.

- Reference to the TEP dispositions. As a future teacher, what are your strengths and weaknesses related to these dispositions? You may refer to your first reflective paper and show how you believe you have grown.

Work Sample

Extensive directions for the Work Sample follow. The Work Sample should contain five parts. Please label the five parts clearly.

Demonstration of Impact on Student Learning Work Sample

One goal of the teacher education program at W.I.U. is that prospective teachers have the ability to have an effect on student learning and be able to assess the effect they have on student learning. The "Work Sample" is a multi-part document which shows that you (the prospective teacher) have had an effect on student learning, reports your assessment efforts, and includes your reflection.

The five parts of the work sample are:

- I. **Contextual Factors** - describe your classroom. In describing the students, include demographics and special needs situations. Describe the mathematical background of the students (including what has, or has not, been taught recently which would have an impact on the lesson(s) you plan to teach). Describe the physical classroom setting and other factors (such as the amount of technology that typically is, or is not, used).
- II. **Learning Goals and Lesson Plans** - describe the goals/objectives of the lessons and your instructional design. Include your lesson plans following guidelines from your coursework. It is good to have a numbered list of the objectives.
- III. **Assessment Plan** - describe the goals of your assessment and your assessment design. Include the objectives which you will assess. It is good to have a numbered list of objectives which will be assessed. The list should be similar to (but possibly shorter than) the list of objectives in part II. Describe the tools for assessment, pre-assessment activities and post-assessment activities. You need to submit a copy of the pre-assessment instrument and post-assessment instrument. Explain how the items on the pre-assessment instrument are keyed to the objectives (for example, questions #4-6 assess student understanding of objective #2). You need to submit your plan for you will score the assessment activities.
- IV. **Analysis of Student Learning (data)** - pre-assessment and post-assessment results. Include a chart (an Excel spreadsheet is preferred, but a table in Word is acceptable) which shows the pre-assessment and post-assessment scores for each student and the class averages. Change the names of the students to fictitious names or to numbers to protect anonymity. Include some (but not all) student work (photocopies). For each of the objectives listed in part III tell if the objective was met or not.
- V. **Reflection and Self-Evaluation** - reflect on the lesson and overall experience. Which of the objectives were met by the students and why? Which of the objectives were not met by the students and why not? What did you learn about the students, their performance, and your teaching? What would you do differently in the lesson if you were to teach this again? How would your assessment plan change if you were to assess this again?

This work sample may range from an entire unit or chapter to a small 2 to 3 days of instruction

where you assess what students know on specific objectives or skills, provide a few lessons, and then reassess their understanding. After completing the sample, you will then prepare the written document according to the guidelines above.

Rubrics

First Reflective Paper Rubric

	value: 1	value: 2	value: 3	value: 4	Score
Structural Organization	Essay lacks logical progression of ideas	Essay includes brief skeleton (introduction, body, conclusion) but lacks transitions	Essay includes logical progression of ideas aided by clear transitions	Essay is powerfully organized and fully developed	
Content - teaching as a career	Minimally addresses why the teaching career was chosen	In addition to addressing why the teaching career was chosen, discusses one of the following: a) experiences influencing attitude toward teaching, b) experiences influencing attitude toward learning, c) classroom experiences reflected upon	In addition to addressing why the teaching career was chosen, discusses two of the following: a) experiences influencing attitude toward teaching, b) experiences influencing attitude toward learning, c) classroom experiences reflected upon	In addition to addressing why the teaching career was chosen, fully discusses all of the following: a) experiences influencing attitude toward teaching, b) experiences influencing attitude toward learning, c) classroom experiences reflected upon	
Content - strengths and weaknesses relative to the TEP Dispositions	Does not address strengths and weaknesses	Some mention of both strengths and weaknesses	Addresses both strengths and weaknesses and relates to the TEP dispositions	Fully developed discussion of strengths and weaknesses with strong connections to the TEP dispositions	
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading	

Secondary Mathematics Portfolio General Entry Rubric

	Unacceptable (does not meet expectations): value: 1	Acceptable (meets expectations): value: 2	Exemplary (exceeds expectations): value: 3	Score
Reflective Statement - Understanding of this standard	This reflective statement does not show that the candidate has sufficient understanding of this standard as it relates to him/her becoming an effective secondary mathematics teacher.	This reflective statement shows that the candidate has sufficient understanding of this standard as it relates to him/her becoming an effective secondary mathematics teacher.	This reflective statement shows that the candidate has exemplary understanding of this standard as it relates to him/her becoming an effective secondary mathematics teacher.	
Artifact - Understanding of this standard	This artifact does not show that the candidate has sufficient understanding of this standard as it relates to him/her becoming an effective secondary mathematics teacher.	This artifact shows that the candidate has sufficient understanding of this standard as it relates to him/her becoming an effective secondary mathematics teacher.	This artifact shows that the candidate has exemplary understanding of this standard as it relates to him/her becoming an effective secondary mathematics teacher.	

Work Sample Rubric

	Unacceptable (does not meet expectations): value: 1	Acceptable (meets expectations): value: 2	Exemplary (exceeds expectations): value: 3	Score
Contextual Factors (part 1)	This document does not show that the candidate has sufficient understanding of the contextual factors to effectively plan and execute the lessons to have an impact on student learning.	This document shows that the candidate has sufficient understanding of the contextual factors to effectively plan and execute the lessons to have an impact on student learning.	This document shows that the candidate has exemplary understanding of the contextual factors to effectively plan and execute the lessons to have an impact on student learning.	
Learning Goals and Lesson Plans (part 2)	This document does not show that the candidate has sufficiently established goals and instructional plans to effectively execute the lessons to have an impact on student learning.	This document shows that the candidate has sufficiently established goals and instructional plans to effectively execute the lessons to have an impact on student learning.	This document shows that the candidate has established exemplary goals and instructional plans to effectively execute the lessons to have an impact on student learning.	
Assessment Plan (part 3)	This document does not show that the candidate has sufficiently established an assessment plan to measure student learning to determine the impact on student learning.	This document shows that the candidate has sufficiently established an assessment plan to measure student learning to determine the impact on student learning.	This document shows that the candidate has established an exemplary assessment plan to measure student learning to determine the impact on student learning.	
Analysis of Student Learning (data) (part 4)	This document does not show that the candidate has sufficiently collected and reported student performance data to measure student learning to determine the impact on student learning.	This document shows that the candidate has sufficiently collected and reported student performance data to measure student learning to determine the impact on student learning.	This document shows that the candidate's collection and report of student performance data is exemplary to measure student learning to determine the impact on student learning.	
Reflection and Self-Evaluation (part 5)	This document does not show that the candidate has sufficient understanding of reflection and self-evaluation as they relate to him/her becoming an effective secondary mathematics teacher.	This document shows that the candidate has sufficient understanding of reflection and self-evaluation as they relate to him/her becoming an effective secondary mathematics teacher.	This document shows that the candidate has exemplary understanding of reflection and self-evaluation as they relate to him/her becoming an effective secondary mathematics teacher.	

Second Reflective Paper Rubric

	value: 1	value: 2	value: 3	value: 4	Score
Structural Organization	Essay lacks logical progression of ideas	Essay includes brief skeleton (introduction, body, conclusion) but lacks transitions	Essay includes logical progression of ideas aided by clear transitions	Essay is powerfully organized and fully developed	
Content - teaching as a career	Minimally addresses why the teaching career was chosen	In addition to addressing why the teaching career was chosen, discusses one of the following: a) experiences influencing attitude toward teaching, b) experiences influencing attitude toward learning, c) classroom experiences reflected upon	In addition to addressing why the teaching career was chosen, discusses two of the following: a) experiences influencing attitude toward teaching, b) experiences influencing attitude toward learning, c) classroom experiences reflected upon	In addition to addressing why the teaching career was chosen, fully discusses all of the following: a) experiences influencing attitude toward teaching, b) experiences influencing attitude toward learning, c) classroom experiences reflected upon	
Content - strengths and weaknesses	Does not address strengths and weaknesses	Some mention of both strengths and weaknesses	Addresses both strengths and weaknesses and relates to the TEP dispositions	Fully developed discussion of strengths and weaknesses with strong connections to the TEP dispositions	
Content - Illinois Professional Teaching Standards	Does not address Illinois Professional Teaching Standards	Some mention of Illinois Professional Teaching Standards	Adequately addresses Illinois Professional Teaching Standards	Fully developed discussion of Illinois Professional Teaching Standards	
Content - TEP Dispositions	Does not address TEP Dispositions	Some mention of TEP Dispositions	Adequately addresses TEP Dispositions	Fully developed discussion of TEP Dispositions	
Mechanics	Frequent errors in spelling, grammar, and punctuation	Errors in grammar and punctuation, but spelling has been proofread	Occasional grammatical errors and questionable word choice	Nearly error-free which reflects clear understanding and thorough proofreading	