

The Student Teaching Portfolio

A GRADUATION
REQUIREMENT
OF THE IUPUI
SCHOOL OF
EDUCATION

INTRODUCTION

The Student Teaching Portfolio gives you the opportunity to assemble convincing evidence that you understand and practice the *Principles of Teacher Education*. Your portfolio will include your personal philosophy about teaching as well as artifacts that show you can plan for, invite, and assess students' learning.

The contents of your portfolio will come directly from the preparation and teaching you do as a student teacher. It is important to keep the requirements of the portfolio in mind as you embark on your student teaching experiences as you will include a videotape of your teaching and samples of students' work.

This booklet explains the purpose of each part of the portfolio and provides guidelines that will help you develop professional quality entries. Teachers and principals from local schools help to evaluate these portfolios, and they are anxious to see conscientious and effective new teachers.

This portfolio is a rite of passage into a profession with new standards for beginning teachers, new licensing requirements, and new professional development expectations. It is the most important of the multiple performance assessments required in the *Learning to Teach/Teaching to Learn* program. When you successfully complete this portfolio, you will have demonstrated that you have the habits of mind and the practical strategies needed to be a successful teacher and learner.

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Your portfolio should include:

- Your Philosophy of Education
- Integrated Unit of Study
- Analysis of Community, School, and Students
- Lesson Plan
- Video of Your Teaching
- Analysis of Student Learning
- Final Reflection

Your Philosophy of Education

Our democracy is founded on the notion that all students have a right to equal education. Schools are the institution wherein students learn to live as productive citizens in a democracy. When you become a teacher, you assume an important role in developing, nurturing, and protecting the habits of democracy. It is critical that you understand the importance of valuing all voices and multiple perspectives. Your teaching practice should demonstrate fairness and equity and empower students to weigh options and solve problems. Students need equal access to knowledge and experiences as well as opportunities to express their learning in multiple genres and media.

As a teacher, you will continually make decisions about what to teach and how to teach. You will need a clear set of beliefs to guide your teaching, commonly called your philosophy of education. Reflect on all that you have learned in the *Learning to Teach, Teaching to Learn* program and articulate the beliefs that are most critical to you at this time in your development as a teacher. List those and explain briefly what they mean to you and why they are important.

You can use this Philosophy of Education as part of your job search packet, so format it in a way that makes it easy for an administrator or principal to read. Be organized and concise.

An Integrated Unit of Study/A Focused Study

Plan a unit of study for your student teaching or future classroom that will span four to ten weeks and integrate knowledge so that students are learning significant content and concepts. Include the following components:

1) An introduction and rationale section that explains the central ideas underlying the unit. Explain what the unit is designed to teach and why this is important. Discuss in a narrative or show with a semantic map or web the related concepts, knowledge, and skills that may be taught during the unit. Demonstrate that you have thought about the unit from multiple perspectives and can break the deeper understanding you seek to teach into manageable chunks.

2) A Goals and Standards Statement that outlines the standards and learning goals for the unit. These should reflect your knowledge of the Indiana Academic Standards and the goals of the curriculum at the grade level you will be teaching. (one page)

3) Components of the Unit of Study

You may choose to use the following “focused study” framework to organize the presentation of your unit plan. There are some sample focused studies in the appendix. This unit planning is planning-to-plan rather than a series of completed lesson plans. Describe the learning engagements in brief, but clear summaries. Be specific about resources and texts to be used. Describe the steps you anticipate taking with the students in the cycles and inquiry processes.

Initiating Experiences: Experiences that set the stage for the unit.

Connectors: Engagements that involve recording analyzing, and evaluating information, thought, and insights across the span of the unit.

Cycles: Going through a learning cycle that includes dialogue, reflection, and revision.

Discipline-based Inquiry: Learning the logic and content of discipline-based knowledge by asking the questions and using the tools of a specific field of study.

Culminating Experiences: Events that mark the end of the study and provide the students with an opportunity to consolidate and share what they learned.

4) An Assessment Plan that articulates how you plan to assess students during the study.

An Analysis of Community, School, and Students

Teachers must be able to build a comprehensive understanding of the characteristics of the schools and communities wherein they teach. They need an awareness of the unique features of the school in the context of the community and the ability to design learning experiences that build on strengths and bridge differences.

Describe the important features of the school, students, and community where you will be student teaching.

Collect data 1) through personal observations about people, their life-styles, and the environments in which they live and work; 2) using SAVI or similar databases.

Write a profile that describes the cultural characteristics of the school context and students. Note the strengths and assets, as well as the social vulnerabilities of the community. Discuss how you as a teacher will respond to the specific qualities of this teaching environment. What challenges will you face and what will you do to meet them?

A Lesson Plan and Analysis

Select a lesson from your teaching to submit that demonstrates your ability to:

- set standards-based goals
- choose tasks that reflect the range of students' abilities and experiences
- engage students in meaningful learning experiences
- assess student learning
- reflect and modify your teaching to meet the needs of the learners

Include the following:

1. Background Information about the Lesson: Write a narrative that explains how this lesson fits with other learning experiences. Was this lesson part of a series of connected lessons? Where does it fall in the sequence? What concept is under development? What have the students done prior to this lesson? What do you believe you know about the students' grasp of the content and ideas being explored? How is this lesson likely to be responsive to the students? Are there particular students who need modifications? How familiar are the students with the resources or procedures being used?
2. Lesson Plan Form (Appendix): Use the form as a guideline for writing the lesson plan. The plan should be for one class session of 40 minutes or more. Provide copies of any materials or assessment used with the lesson plan.
3. Analysis of Teaching: Write a reflection about the lesson that analyzes its strengths and weaknesses. What did you want the students to learn? How did you elicit student thinking and promote students' participation? What adjustments, if any, will you make for your next lesson? What impact did your teaching have on the students?
4. Assessment of Student Learning: Include samples of work or homework from at least three students to show how you evaluated the students' learning. Explain what the work communicates. Did the students learn what you expected them to learn? What criteria did you use to judge the quality of the work? What feedback did you provide to the students?

A Video of Your Teaching

It is impossible to evaluate your teaching without seeing the interaction between you and the students in your classroom. Your video tape must document the lesson plan you submit.

You are strongly encouraged to tape as many lessons as possible. This will lead to greater comfort on the part of the students and yourself. You can use the tapes to reflect and improve upon your teaching. You can also discuss segments of tapes with your cooperating teacher or students and get significant feedback.

Submit a video tape of your complete lesson session that is clearly labeled. Choose a 5 minute segment of the video that you believe shows your ability to teach. Set the tape so that those 5 minutes are ready to play. (It is important that the reviewers can hear and understand the voices of the students and teacher. The reviewers may choose to watch other segments of the lesson as well.)

A Final Reflection

In this entry, you should reflect on your work in this portfolio and your own professional growth.