

---

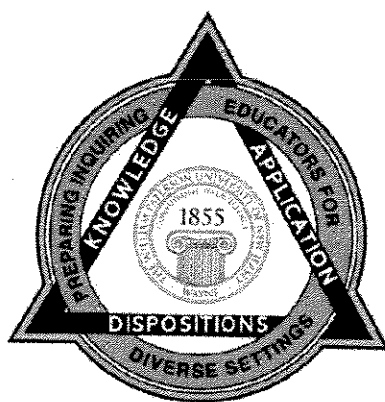
# College of Education

William Paterson University □ Wayne, New Jersey

---

## M.Ed. in Curriculum & Learning Early Childhood Concentration

### PORTFOLIO REQUIREMENT HANDBOOK



Department of Elementary and Early Childhood Education  
2010



9/15/10

Dear M.Ed. in Education Early Childhood Concentration Students,

We piloted an exciting new component of our program in fall 2004. All M.Ed. students in our Early Childhood concentration are now required to complete a professional portfolio as an exit requirement of the program. The National Council for Accreditation of Teacher Education (NCATE) feels strongly that this component will strengthen our program and the portfolio provides you with a living document attesting to your expertise in the field.

Initial certification students (both at the undergraduate and graduate levels) have been required to complete a portfolio since these programs were created. The Early Childhood M.Ed. portfolio, however, will be documentation of the high level of knowledge, skills, dispositions and commitment you have to early childhood as you obtain your Master of Education degree.

Dr. Janis Strasser  
M.Ed. in Education Early Childhood Concentration Director



# TABLE OF CONTENTS

<b>Portfolio Overview.....</b>	<b>1</b>
<b>Portfolio Requirements.....</b>	<b>2</b>
<b>NBPTS Standards.....</b>	<b>3</b>
<b>Alignment of NBPTS &amp; NAEYC Standards.....</b>	<b>5</b>
<b>Entry Tracking Form.....</b>	<b>6</b>
<b>Communication Log.....</b>	<b>7</b>
<b>NBPTS Core Propositions.....</b>	<b>8</b>
<b>Entry 1.....</b>	<b>10</b>
<b>Entry 2.....</b>	<b>15</b>
<b>Entry 3.....</b>	<b>20</b>
<b>Entry 4.....</b>	<b>24</b>
<b>Portfolio Scoring Rubric.....</b>	<b>34</b>



**M.Ed. in Education, Early Childhood Concentration**  
**Portfolio Overview**

1. This portfolio is aligned to the nine Early Childhood/Generalist Standards (2<sup>nd</sup> edition) for National Board Certification as an Early Childhood/Generalist. (This alignment will enable you to have a framework for the beginning of one of the requirements for Board Certification, should you choose to apply for this certificate. We will hold a seminar for any students interested in pursuing National Board Certification, in the future. You can obtain information about this at [www.nbpts.org](http://www.nbpts.org).)
2. The portfolio will be compiled throughout your graduate program. It is your responsibility to stay up to date with this process. However, faculty will schedule times to work with you individually while you are taking Research I and Research II to help you complete the process. The portfolio will be scored by EC faculty using a rubric, toward the end of Research II. Each fall, a portfolio workshop will be scheduled to describe the portfolio requirement.
3. M.Ed. students who completed initial certification portfolios when they were P-3 students at WPU will update and enhance their portfolios by aligning them with the nine Early Childhood/Generalist Standards (2<sup>nd</sup> edition) and selecting four entries that fit the format above, rather than creating a completely new document. The entries may be selected from the artifacts used for the P-3 portfolio, however, we suggest that you choose more recent entries from your work with children during the M.Ed. phase of your graduate work. Segments of the P-3 portfolio that are not part of the M.Ed. portfolio should be removed (transcripts, criminal background check, etc.).
4. Students who are not teaching at the time they must complete their portfolios will be given a modified version of the portfolio format.

## **M.Ed. in Education, Early Childhood Concentration** **Requirements**

The portfolio must contain the following sections:

- I. Cover Page
- II. Table of Contents
- III. Philosophy of Education
- IV. Four Entries – For each entry you will describe what you have included and why, and an analysis of the entry in a written, reflective commentary. Your statements should reflect the particular Early Childhood/Generalist Standard(s) (2<sup>nd</sup> edition) to which the entry is related. The statement for each entry should be 3-4 pages. You will be given specific guidelines for each entry and a list of the Standards to which each entry should relate.

### **Requirements for Each Entry**

This is a summary of the requirements for each entry. On the pages that follow, each entry will be discussed in greater detail.

Entry 1 – Examining Children’s Literacy Development (NBPTS Standards I, II, III, IV, V, VI, VII, IX) – 2 work samples from 2 children, Written Commentary (Instructional Context, Analysis of the 2 Children’s Literacy Development, Supporting Literacy Development, Reflection)

Entry 2 – Building a Classroom Community (NBPTS Standards I, II, IV, V, VI, IX) – 1 videotape (maximum 15 minutes), Written Commentary, Instructional Materials

Entry 3 – Integrating Math and Science (NBPTS Standards I, II, III, IV, V, VI, IX) – 1 videotape (maximum 15 minutes), Written Commentary, Instructional Materials

Entry 4 – Documented Accomplishments: Contributions to Student Learning (NBPTS Standards VII, VIII, IX) – Description & Analysis, Documentation, Communication Log, Reflective Summary



**M.Ed in Education  
Early Childhood Concentration  
Portfolio Planning Form**

**Please use this planning form as a guide to help you collect the necessary entries and organize your portfolio.**

To Be Completed Prior to Entering Research I:

Philosophy Statement  
Entry 1

We will have a portfolio meeting at the beginning of the semester of Research I to go over the Philosophy Statement and Entry 1. We will discuss Entries 2-4. Entry 2 will be due at the end of Research I.

At the beginning of Research II, we will meet again to go over Entries 3 and 4. The entire portfolio will be due four weeks before the end of the semester of Research II. If revisions are necessary, students can complete these before the end of the semester.

To Be Completed Prior to Entering Research I	Philosophy Statement	Entry 1 (It will be collected at the beginning of Research I)
To Be Completed During Research I	Cover Page and Table of Contents	Entry 2 (It will be collected at the end of Research I)
To Be Completed Prior to or During Research II		Entry 3 and Entry 4 (They will be collected towards the end of Research II)

## Developing a Philosophy Statement

This organizer is merely a guide to help you jot down ideas to frame a personal philosophy statement.

Role of the student (how children learn, goals & expectations, based on theories of learning and child development)	
Role of the teacher (teaching style, strategies, addressing needs of diverse learners, multicultural perspectives, content/curriculum, observation & assessment, developmentally appropriate practice)	
Role of the school (parent involvement, community involvement etc.)	
Classroom management (organizational style, room arrangement, developmentally appropriate guidance)	
Leadership style, ability to work collaboratively, professional growth, advocacy, etc.	

## **NBPTS Early Childhood/Generalist Standards (2<sup>nd</sup> Edition)**

### **I. Understanding Young Children**

Accomplished early childhood teachers use their knowledge of child development and their relationships with children and families to understand children as individuals and to plan in response to their unique needs and potentials.

### **II. Equity, Fairness, and Diversity**

Accomplished early childhood teachers model and teach behaviors appropriate in a diverse society by creating a safe, secure learning environment for all children; by showing appreciation of and respect for the individual differences and unique needs of each member of the learning community; and by empowering children to treat others with, and to expect from others, equity, fairness and dignity.

### **III. Assessment**

Accomplished early childhood teachers recognize strengths and weaknesses of multiple assessment methodologies and know how to use them effectively. Employing a variety of methods, they systematically observe, monitor, and document children's activities and behavior, analyzing, communicating, and using the information they glean to improve their work with children, parents, and others.

### **IV. Promoting Child Development and Learning**

Accomplished early childhood teachers promote children's cognitive, social, emotional, physical, and linguistic development by organizing and orchestrating the environment in ways that best facilitate the development and learning of young children.

### **V. Knowledge of Integrated Curriculum**

On the basis of their knowledge of how young children learn, of academic subjects, and of assessment, accomplished early childhood teachers design and implement developmentally appropriate learning experiences that integrate within and across the disciplines.

### **VI. Multiple Teaching Strategies for Meaningful Learning**

Accomplished early childhood teachers use a variety of practices and resources to promote individual development, meaningful learning, and social cooperation.

## Entry 2

# What Do I Need To Do?

In this entry, you will demonstrate your knowledge and ability to deepen student understanding of an important topic, concept, or theme in social studies through the integration of social studies and other disciplines. You will also demonstrate your ability to describe and illustrate how you sustain a classroom environment that supports students' growth, learning, social and emotional development, and ability to understand and apply social skill/concept particular to your class. You will also display your ability to observe and analyze student interactions in your classroom.

For this entry, you must submit the following:

- **A Written Commentary (3-4 pages)**

That explains and illustrates your approach to building a classroom community.

- **One Videotape (15 minutes maximum)**

That shows you interacting with your whole class or a small group of students as they engage in the classroom discussion that addresses a social studies topic, concept or theme, the integration of the arts, and the goal of building a classroom community.

- **Instructional Materials (1/2 - 1 page)**

Related to the lesson featured on the videotape that will help assessors understand what occurred during the lesson.

## Entry 2

# Composing My Written Commentary

The Written Commentary has been divided into sections with specific questions to help organize and direct your response. Your Written Commentary must address the following italicized questions and be organized into four sections using the headings that appear in boldface below:

1. **Instructional Context**
2. **Planning and Instruction**
3. **Analysis of Videotape**
4. **Reflection**

Consistent headings will help assessors locate the required information more easily. Statements in plain text that immediately follow an italicized question will assist you in interpreting the question. It is not necessary to include the italicized questions within the body of your response.

The entire Written Commentary must be **no longer than 3-4 pages**. Suggested page lengths for each section are included to help you make decisions about how much to write for each of the four sections.

## 1. Instructional Context

This information is in addition to the information provided on the Contextual Information Sheet, which focuses on the school/district at large. In this section, address the following questions about your selected class:

- *What are the number, ages, and grades of the students in the class featured in this entry and subject matter of the class? (Example: 24 students in grade 2, ages 7 and 8, social studies.)*
- *What are the relevant characteristics of this class that influenced your instructional strategies for this learning experience: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class?*
- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this period of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor "see" this class.*
- *What are the relevant features of your teaching context that influenced the selection of this learning experience? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.*

## Entry 2

# Making Good Choices

## Choosing your topics

First, select a skill/concept in social development and an important topic, concept, or theme in social studies that can be integrated with the arts and would involve children in class discussions that promote classroom community and social studies understanding.

## Videotape

Choose which **15-minute videotape segment** you wish to submit. You will want to show the portion of the lesson during which students are most meaningfully engaged in discussion. For the purpose of this entry, the word "discussion" does not include sessions where students are asked to recall information or to generate the correct answers to teacher questions. What it does mean is talk among students, and between you and your students, in which they express ideas and respond to one another's ideas. You should make sure that it is the group's discussion that appear on the videotape, not the introduction to the lesson. This also means that assessors need to be able to hear the children featured and not just see a wide view of the entire group. Your videotape segment should provide evidence of how you facilitate the classroom discussion.

## Instructional materials

You must submit **two instructional materials** that support your lesson. Number each instructional material and refer to it by number in your Written Commentary. The supporting instructional materials will provide assessors with important information about how you planned and implemented the effectiveness of the lesson. Two of the instructional materials chosen are to support your discussion of what came before, during, or after the videotaped lesson. These materials might include, for example, teacher-constructed materials or other materials that will help assessors understand the nature and involvement of children's learning.

The instructional materials are also chosen to support your discussion of the integration of social studies and the arts. If these are multidimensional, a photograph is acceptable. What is important is that you select materials the help assessors understand the role the arts played in promoting student learning of a social studies topic, concept, or theme.

## Entry 3

# Integrating Mathematics and Science

Accomplished Early Childhood/Generalists create integrated curriculum to build on children's present knowledge and understandings. They encourage their children to work together, exchanging their ideas and strategies and learning to appreciate and use different approaches to situations. They also know key concepts, facts, and ideas in the academic subjects of mathematics and science.

Accomplished Early Childhood/Generalists also know that attitudes and dispositions toward science form at an early age. They know the foundation must be laid in the early school years for equal opportunities for all children. They realize that science is everywhere, and that it can integrate into the curriculum in a variety of ways.

Accomplished Early Childhood/Generalists know they must use the knowledge and language of mathematics in designing and selecting resources, choosing teaching and assessment methods, and framing discussions and responses to individual children. They draw on their knowledge and understanding of curriculum to plan learning experiences that deepen children's understanding of and dispositions toward mathematics. Their aim is to build children's interest, enjoyment, and curiosity about mathematics in their world.

Accomplished Early Childhood/Generalists also create a learning environment in which they model and teach behaviors that are appropriate in a diverse society by creating a safe, secure climate of respect, fairness, and equity.

Accomplished Early Childhood/Generalists know and use a variety of assessment methodologies to observe and monitor children's activities. Accomplished Early Childhood/Generalists are cognizant of the variety and power of various technological tools to enhance the many aspects of their teaching. They find ways to incorporate this technology into their learning environment in order to support and extend traditional resources. Accomplished Early Childhood/Generalists are also skilled at assessing, examining, and analyzing their students' work as well as their own practice in order to strengthen the quality and effectiveness of their work.

The following *Standards* represent the focus of this entry:

- I. *Understanding Young Children*
- II. *Equity, Fairness, and Diversity*
- III. *Assessment*
- IV. *Promoting Child Development and Learning*
- V. *Knowledge of Integrated Curriculum*
- VI. *Multiple Teaching Strategies for Meaningful Learning*
  
- IX. *Reflective Practice*

- *What particular instructional challenges does the class chosen for this entry represent? What particular dynamics of the class does an assessor need to know about to understand the sequence of instruction? This might include, but is not limited to, a description of your students' skills, knowledge, and previous experiences that relates to your teaching.*

[Suggested total page length for **Instructional Context**: ½ page]

## 2. Planning and Instruction

In this section, address the following questions:

- *What theme and "big idea" in science did you address during this learning sequence? Discuss why this theme was selected, the length of time of this sequence, and how it related to the "big idea" in science you chose.*
- *What was your overall goal(s) for student learning for this integrated learning sequence of math and science? What were your reasons for selecting this goal(s)?*
- *What were the nature and flow of activities in your learning sequence? Describe the integration of mathematics and science throughout the sequence.*
- *What were your instructional mathematics and science objectives for this learning sequence? What were your reasons for selecting these objectives? What are your plans for assessing student knowledge in light of these objectives?*
- *What learning activities/experiences did you choose as a way to achieve your goal(s) and objectives? Why did you choose these learning experiences as a way to achieve your goals? Pay particular attention to students' knowledge, natural curiosities, and experiences prior to the learning experience, and to the diversity of the students in your classroom.*
- *How have you chosen to integrate technology into this learning sequence? Describe the type of technology(ies) and the methods and rationales for using it. How did this decision to use this particular type of technology enhance your teaching and student learning?*
- *What instructional materials were used? What was the rationale for using these materials in your teaching sequence?*

[Suggested total page length for **Planning and Instruction**: ½ page ]

## 3. Analysis of the Videotape

This information focuses on your description and analysis of the teaching/learning shown on the videotape. When citing specific evidence, it may be helpful to assessors if you identify specific locations in the videotape by describing specific dialogue, events, and/or students (e.g., "the girl in the green sweater"). In this section, address the following questions:

- *Where does the videotape segment fit in your learning sequence? In other words, what occurred immediately prior to and after the videotape segment that is important to know in order to understand and interpret the videotape segment?*
- *What were the specific objectives for the teaching/learning featured on the videotape? Explain how these related to your goals for the entire sequence.*
- *What was the sequence of events seen in the videotaped lesson? Briefly describe the sequence of events seen in the videotape. Give evidence of the integration of mathematics and science.*
- *What evidence of inquiry, intellectual engagement, discussion, and content are demonstrated in your videotape? How did you further the students' knowledge and skills and engage them intellectually?*



- *How does the discussion/activity featured on the videotape reveal students' reasoning and understanding? Cite specific examples of student understanding, misunderstandings, misconceptions, errors, and progress.*
- *How do particular exchanges demonstrate a productive, open, and enriching learning environment? Cite interactions from the videotape that show how you support this climate for learning.*
- *How do you ensure fairness, equity, and access for all of the students in your class? Cite specific examples from the videotape.*

[Suggested total page length for **Analysis of the Videotape: 2 pages**]

#### **4. Reflection**

In this section, address the following questions:

- *How might you conduct this learning sequence differently if you were to do it again? Explain how this learning sequence did or did not meet your stated goal(s) and objectives and explain how you determined student progress as it pertains to your stated goal(s) and objectives.*
- *How did the learning that resulted from the experience featured on the videotape influence subsequent lessons? Explain how, in your subsequent planning and teaching, successes were built upon and missed opportunities were addressed.*

[Suggested total page length for **Reflection: ½ page**]

## Entry 4

# Documented Accomplishments: Contributions to Student Learning

Accomplished Early Childhood/Generalists work with colleagues to improve programs and practices for young children and their families. These teachers are able to work effectively with supervisors, aides, peers, professionals from other disciplines, and volunteers.

Accomplished Early Childhood/Generalist teachers are skilled at working with others in providing effective early childhood education, contributing to the professional development of colleagues and support staff, and demonstrating leadership in early childhood education. They work to build and strengthen a community of professional educators committed to the healthy development of young children.

Accomplished Early Childhood/Generalists work with and through parents and families to support children's learning and development. These teachers view their students' families as allies in their work and recognize the dependence of young children on their families. They communicate effectively with families to inform and enhance support for children's learning. They are adept at conveying information and ideas so parents understand how their children are doing, what the teacher is doing and seeking to accomplish; and what the family can do to complement, enrich, and extend school-based learning.

Accomplished Early Childhood/Generalist teachers assist families in supporting children's learning and development at home and help family members understand that they are important members of the educational team.

Accomplished early childhood teachers participate in a wide range of reflective practices that reinforce their creativity, stimulate their personal growth, and enhance their professionalism. They examine their strengths and areas needing improvement and employ that knowledge to analyze, synthesize and refine their teaching practice. They use their knowledge base as a guide for goal setting and a basis for decisions and can thereby articulate their reasons for curricular choices. Ultimately, self-reflection contributes to teachers' depth of knowledge, skills, and dispositions, and it adds dignity to their practice.

The following *Standards* represent the focus of this entry:

VII. *Family and Community Partnerships*

VIII. *Professional Partnerships*

IX. *Reflective Practice*

## Entry 4

# What Do I Need To Do?

In this entry, you will demonstrate your commitment to student learning through your work with students' families and community and through your development as a learner and a leader/collaborator.

You can demonstrate your commitment through evidence of your efforts to establish and maintain partnerships with students' families and the community, through evidence of your growth as a learner, and through work that you do with other teachers at a local, state, or national level. This entry is designed to capture evidence of the way in which your role as a teacher is broader than what you do in your classroom. (Not all teachers teach in a "typical" classroom setting—it may be a resource room, library media center, studio, gymnasium, auditorium, workshop, outdoors, etc. The word "classroom" refers to wherever student instruction takes place, regardless of setting.) It provides you with an opportunity to show how what you do outside of the classroom (or beyond explicit student instruction) impacts student learning.

For this entry, you must submit the following:

- **Description and Analysis ( 2 pages maximum)**  
of activities or accomplishments that clearly and specifically describe why they are significant in your teaching context and what impact they had on student learning.
- **Documentation (10 items maximum described in a 2 page summary)**  
that supports your accomplishments that you have chosen to describe.
- **A Reflective Summary ( ½ page)**  
that reflects on the significance of your accomplishments taken together and your future plans to improve student learning.

You must demonstrate your work in each of three categories: as a partner with students' families and their community (current year), as a learner (within the last 5 years), and as a leader and/or collaborator (within the last 5 years). You may choose to demonstrate discrete accomplishments in each category, or you may address broader accomplishments that cut across multiple categories. An accomplished response must contain evidence for all three categories, but you may submit **no more than 10 accomplishments**.

Your accomplishments must demonstrate an impact (direct or indirect) on student learning. Impact on student learning is meant in a broad sense. For instance, evidence of measured student achievement is not necessary. Your descriptions of your accomplishments must say to assessors why or how improved student learning is a likely result. Specific examples of impact, where appropriate, will be helpful.

Use the Documented Accomplishments Categories Chart in the *Planner* to help you think about the different areas in which you work outside the classroom to improve student learning. Your accomplishments might overlap more than one category. A sample of this chart appears below.

Category - Accomplishments That Demonstrate:	Activity	Significant	Impact On Student Learning	Documentation
Your work with the families and community of your students  (During current year)				
Your development as a learner  (During last five years)				
Your work as a leader/collaborator  (During last five years)				

The Documented Accomplishments Categories Diagram shows one way of thinking about how these three categories intersect and overlap. This diagram is not prescriptive, but it may help you think about your activities outside the classroom in as wide a manner as possible. For example, the category of you as a learner might include documentation describing how you improved your understanding of teaching skills or your content knowledge in an area that you teach, or how you sought to better understand your students. The diagram shows how the aspects of your work outside the classroom might overlap.

This diagram is one way to think about your work outside the classroom that improves student learning. This is meant to be an aid in identifying and categorizing the different kinds of activities in which you engage outside the classroom. The examples will help you think about your work, but may be irrelevant to your particular teaching situation. You do not have to try to copy each item. You need to address each of the three categories, but you need not demonstrate your work in each intersected area.

Accomplishments relating to your work with students' families and the community must come from the current year (i.e., for the 12 months preceding your portfolio due date).

Accomplishments relating to your work as a learner and leader and/or collaborator must come from the last five years. For example, if you submit your portfolio in March 2005, the evidence as a learner and leader and/or collaborator must be gathered between March 2000 and March 2005. If a project/program being used as evidence encompassed the entire 1999-2000 school calendar year (i.e., it began in the fall of 1999 and continued through the spring of 2000), it will be acceptable as evidence. You are not required to cite accomplishments spanning all of the last five years, nor are you required to cite accomplishments for each individual year of the five-year period.

Some activities in which all teachers must engage may not make the best examples of accomplishments for this entry unless you perform them in a way or to a degree that makes them very effective in promoting students' learning. For example, almost all teachers are required to attend an Open House for parents each new school year. This is, of course, a form of communication with parents and caregivers. In and of itself, this activity shows no significant accomplishment or impact, because according to the *Standards* it is both routine and required. However, if your contribution to the Open House night went beyond the routine, making it an effective avenue to engage parents about their child's learning, you should make that very clear in your Description and Analysis.

## Choosing Your Documentation

Carefully select and organize the documentation of each accomplishment that you feature in this entry. You must submit documentation in each of the following three categories:

1. Your work as a partner with your students' families and community
2. Your development as a learner
3. Your role as a leader or collaborator at the local, state, and/or national level

You might find that you have more strength in one category than in another or that there is significant overlap between categories. Use the categories as a guide to structure your thinking about and collecting of documentation.

Assessors look for clear connections between what you say in the Description and Analysis and what you attach as documentation to support it.

The following strategies may be helpful:

- Read *Standards* VII, VIII, and IX and the scoring criteria provided in the "How Will My Response Be Scored?" section, with you and your teaching context in mind.
- Think of all your activities and accomplishments that might be relevant to the *Standards* for this entry.
- Carefully review the three categories of accomplishments for which you will require documentation.
- Begin to list your activities and accomplishments that seem relevant to the three categories and to meeting the *Standards* for this entry.
- Consider all possible resources when writing your initial list: your files, professional colleagues, family, personnel folder, old calendars, previous years' planning books, etc.
- Once your initial list is complete, evaluate each item on the list by thinking about what documentation you can provide to support your accomplishment.
- Remove items from the list for which you can provide little or no documentation or that you cannot connect to student learning.

Remember, the focus of this entry is on student learning. Many activities may demonstrate your community or social awareness, but their link to student learning may be weak. While these activities are worthwhile, your submission for this entry may not be the place to showcase them.

The accomplishments you choose to feature may involve a set of activities or events all related to a unified goal or outcome. Such complex accomplishments may require lengthy descriptions in which you detail all or most of the steps taken or activities in which you were engaged. It is not necessary to provide a specific piece of documentation for every part of a complex accomplishment, as long as the documentation you choose to submit supports the overall picture painted by your Description and Analysis. For example, you may have attended multiple workshops addressing a single topic, such as

classroom management or a new area of curriculum. You do not need to provide documentation that you attended each and every workshop. Because of page number limitations, perhaps a better choice would be documentation of your attendance at one workshop, followed by documentation that shows your growth in understanding and the new skills you acquired over the course of prolonged study.

There are three types of documentation that you can submit:

## **1. Artifacts**

These are documents produced by engaging in activities such as writing articles, developing a newsletter, receiving letters from parents, or winning an award.

You may wish to provide documents that support descriptions of curricula, professional articles or other publications, workshops or presentations that you developed or conducted, grant proposal abstracts, or syllabi for professional classes you have taught.

For long artifacts such as publications (e.g., an article or newsletter), you may submit the title page only. For multiple artifacts such as correspondence with parents, one or two letters may suffice. **Be certain that your name and a date appear on one of the pages submitted.**

## **2. Communication Logs**

It may be difficult to document some components of the *Standards* because of the nature of many communications with families. A communication log is intended to serve as one possible way to track your contacts with various people outside the classroom concerning your students and their learning. It is a running log for the current school year that briefly records pertinent information shared with or about students' families at the time of the communications. We have provided an example of a page from a communication log and a blank communication log as tools to help you create your own log. They include each of the following pieces of information:

- The date of communication
- Participants (delete last names to preserve confidentiality)
- A description of the nature of the contact, its purpose(s) and/or outcome(s).

Each entry in a communication log can be short but must be specific. Assessors will look for information regarding the variety of communications you make and the frequency with which you communicate with other people about your students. **Be sure to record not just outgoing communications but those you receive from others who are significant in students' lives.**

A communication log is not mandatory, but we encourage you to submit a sampling of pages from one if you use one. Select pages that demonstrate the variety of communication you have with families and other parties.

Whether you submit originals or photocopies of your school communication log pages, what you submit must be legible. If you are unable to make legible photocopies, you may transcribe the information from your school communication log pages onto either the blank communication log provided or onto sheets that you create using the sample communication log as a model. Please note that pages submitted as a Communication Log are considered documentation, and must be accompanied by a Description and Analysis.



## EXAMPLE OF COMMUNICATION LOG

<b>DATE</b>	<b>PERSON CONTACTED</b>	<b>TYPE OF COMMUNICATION</b> <i>(telephone, written, e-mail or in person)</i>	<b>NATURE OF COMMUNICATION</b> <i>(reason for communication, outcome of communication)</i>
3/06	Father of Chris	Phone call	Chris has been showing dramatic progress. Spoke with father to encourage his continued support.
3/10	Coordinator of Professional Association Conference	Fax	Sent materials for conference presentation; will strategize with co-presenter to plan specifics of workshop on "integrating the internet" lessons.
3/11	Another teacher of Carol	Conversation	Still concerned about Carol's work - talked to colleague to find out how she worked with her. Will try to implement some of her strategies.
3/13	PTA President	Email	Sent draft agenda for Family Math Night; scheduled appointment to plan activities and materials.
3/20	All parents	Letter home	Sent letter home inviting parents to attend and assist with upcoming student performance - waiting for responses.
3/23	Justin's mother, school counselor	In person	Justin will be moving into my class - met to discuss proper accommodations necessary to fulfill his IEP.
3/27	Rotary Club	Phone call	Contacted President regarding the group members' Career Day visit to school.



## Documented Accomplishments Categories

Use this chart to help you think about the different areas in which you work outside the classroom to improve student learning. Your accomplishments might overlap more than one category.

Category - Accomplishments That Demonstrate:	Activity	Significant	Impact On Student Learning	Documentation
Your work with the families and community of your students  (During current year)				
Your development as a learner  (During last five years)				
Your work as a leader and collaborator  (During last five years)				

# Reflective Summary

When you finish writing your Description and Analysis and collecting your documentation, critically review the materials and write a **½ page** Reflective Summary. The summary should not restate your Description and Analysis; rather, it should analyze the effectiveness of your accomplishments. This is your opportunity to highlight the overall significance of your accomplishments taken together and to reflect on them and their impact on student learning.

## Entry 4

# Making Good Choices

## Choosing Your Accomplishments

Choose activities and accomplishments carefully because the *Standards* on which this entry is based value those activities that have significance in your teaching context and have a positive impact on student learning.

In order to help you make your final selections, we encourage you to use the Documented Accomplishments Categories Chart in the *Planner* to track and organize your accomplishments and the related documentation. Write down the significance and impact of each accomplishment before you decide which activities and accomplishments to submit. Remember that the emphasis is on significance and impact, not on quantity. If you cannot complete the boxes on the chart for a particular accomplishment, it is probably not a good choice to submit for this entry.

Not everything you do outside the classroom is appropriate for this entry. For example, community volunteer work or personal interests are worthwhile endeavors, but for those activities to be valued in this entry your involvement must have had an impact on student learning.

The chart is organized into categories—these categories are provided as one way of thinking about your work outside of the classroom.

The three categories are:

- **Teacher as partner with families and community:** Evidence of how you treat parents and other interested adults as valued partners in your students' development and education; how your school-community connections facilitate ongoing, mutually beneficial interactions between the students and the wider community and enhance teaching and student learning; and how you foster two-way dialogue with parents and other interested adults. (*In the current year*)
- **Teacher as learner:** Evidence of how you have engaged in ongoing professional development whereby you have strengthened your knowledge, skills, and abilities relevant to your teaching context (e.g., how you seek information on current theories and research—and their applications—through familiarity with professional literature, participate in and support professional organizations, or take advanced course work relevant to your teaching and learning context). (*Within the last five years*)
- **Teacher as collaborator:** Evidence that you have worked collaboratively with colleagues to improve teaching and learning (within the school or in the wider professional community) and how you have shared your expertise in a leadership role with other educators to improve teaching and learning. (*Within the last five years*)



## M.Ed. Portfolio Rubric

In order for the portfolio to be rated Target (Exemplary), the candidate must receive Exemplary in at least 6 of the 8 categories. In order for the portfolio to be rated Acceptable, the candidate must receive a minimum of Acceptable in each of the categories.

**Name:**

**Rating:**

**Date:**

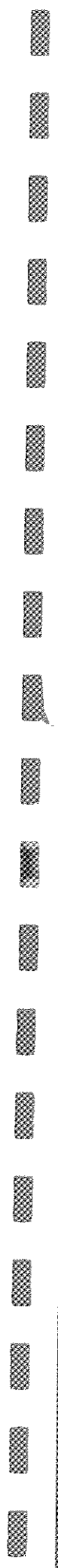
Revised Rating:

Date:

	<b>Target/Exemplary</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Comments</b>
<b>Organization &amp; Presentation</b>	Well organized into sections; original, yet professional	Organized into sections; neat, professional	Poorly organized or not divided into sections	
<b>Grammar &amp; Style</b>	All writing is well constructed with few or no errors in spelling, punctuation, grammar & style	Proofread; standard English many have a few minor errors in punctuation, grammar &/or style which must be corrected	Many errors in spelling, grammar &/or style. Writing is not at the level of an M.Ed. candidate	
<b>Cover Sheet</b>	Original and professional, but not cute	Professionally appropriate	No cover sheet or cover sheet does not look professional	
<b>Philosophy Statement</b>	Clear, articulate, personalized; more than one reference to theory; discusses how children learn & implications for teaching. Mentions at least 4 of the following 7: optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism.	Clear, articulate, personalized; at least one reference to theory; discusses how children learn & implications for teaching. Mentions at least 3 of the following 7: optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism	Statement is not well constructed with little or no connection to optimal settings & environments, strategies, classroom management, literacy, diversity, inclusion, professionalism	
<b>Entry 1</b> Examining Children's Literacy Dev't.  (entire section is no longer than 3- 4 pgs., not including work samples)	4 work samples (2 samples from 2 children) are developmentally appropriate; written commentary expertly describes how you support literacy dev't in the 2 children; analysis & reflection demonstrate your high level of knowledge & understanding of literacy dev't in early childhood	4 work samples (2 samples from 2 children) are developmentally appropriate; written commentary describes how you support literacy dev't in the 2 children; analysis & reflection demonstrate your knowledge & understanding of literacy dev't in early childhood	Work samples are not developmentally appropriate; written commentary does not relate to artifacts and/or does not reflect knowledge & understanding of literacy dev't in early childhood	



<p><b>Entry 2</b>  <b>Building a Classroom Community</b></p> <p>(entire section is no longer than 3-4 pags.; videotape/ DVD is 5-15 minutes)</p>	<p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion that addresses a social studies topic, concept or theme, integrating the arts, and building classroom community. The written commentary expertly explains how the lesson supports the classroom community; analysis &amp; reflection demonstrate your high level of knowledge &amp; understanding of developmentally appropriate social studies lessons.</p>	<p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion that addresses a social studies topic, concept or theme, integrating the arts, and building classroom community. The written commentary explains how the lesson supports the classroom community; analysis &amp; reflection demonstrate your knowledge &amp; understanding of developmentally appropriate social studies lessons.</p>	<p>The videotaped lesson is not developmentally appropriate or has no clear connection to social studies and/or building a classroom community; and/or the written commentary does not effectively demonstrate your knowledge &amp; understanding of developmentally appropriate social studies lessons.</p>	
<p><b>Entry 3</b>  <b>Integrating Math &amp; Science</b></p> <p>(entire section is no longer than 3-4 pags.; videotape/ DVD is 5-15 minutes)</p>	<p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion or activity(ies) that demonstrate connections between mathematics/science in a developmentally appropriate way. The written commentary expertly explains how the lesson/activities support young children's developing understanding of the world around them. Analysis &amp; reflection demonstrate your high level of knowledge &amp; understanding of developmentally appropriate ways to provide scientific and mathematical experiences for young children in the classroom.</p>	<p>Video/DVD shows you interacting with 1 or more children as they engage in a discussion or activity(ies) that demonstrate connections between mathematics/science in a developmentally appropriate way. The written commentary explains how the lesson/activities support young children's developing understanding of the world around them. Analysis &amp; reflection demonstrate your knowledge &amp; understanding of developmentally appropriate ways to provide scientific and mathematical experiences for young children in the classroom.</p>	<p>The videotaped lesson is not developmentally appropriate or has no clear connection to math/science; and/or the written commentary does not effectively demonstrate your knowledge &amp; understanding of developmentally appropriate math/science experiences for young children..</p>	





<p><b>Entry 4</b>  <b>Documented Accomplishments: Contributions to Student Learning</b></p> <p>(section contains <i>Communication Log</i>  With no more than 10 items, and accompanying artifacts; description/summary of no more than 2 pages; and, ½ pg. reflection)</p>	<p>Documentation demonstrates your high level work with families, development as a learner, and role as a leader/collaborator in a variety of ways. Summary synthesizes the documentation. Reflection expertly analyzes the effectiveness of your accomplishments and their impact on student learning.</p>	<p>Documentation demonstrates your work with families, development as a learner, and role as a leader/collaborator. Summary synthesizes the documentation. Reflection analyzes the effectiveness of your accomplishments and their impact on student learning.</p>	<p>Documentation does not effectively demonstrate work with families, development as a learner, and role as a leader/collaborator; and/or summary does not synthesize the documentation; and/or reflection does not effectively analyze the impact of the documentation on student learning.</p>	
--	---	--	--	--

General Comments:

Evaluator's Signature \_\_\_\_\_

