

LOYOLA MARYMOUNT UNIVERSITY SCHOOL OF EDUCATION

Fieldwork Supervision: Portfolio and Assessment of Teaching

EDUC 6961
SPRING 2006

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Catalog Description:

This course is for credential candidates who are employed as full-time teachers in a private/parochial school or with an intern credential in a public school. Seminars will focus on assessment and effective classroom practice and teaching and reflective problem solving. 2042 candidates will complete TPA 3 (assessment), and all candidates will complete TPA 4 (video analysis).

Teaching Performance Expectations

TPE 1: Specific pedagogical skills for subject matter instruction

TPE 1A: Subject-specific pedagogical skills for multiple subject teaching assignments

TPE 1B: Subject-specific pedagogical skills for single subject teaching assignments

TPE 2: Monitoring student learning during instruction

TPE 3: Interpretation and use of assessments

TPE 4: Making content accessible

TPE 5: Student engagement

TPE 6: Developmentally appropriate teaching practices

TPE 6A: Developmentally appropriate practices in grades K-3

TPE 6B: Developmentally appropriate practices in grades 4-8

TPE 6C: Developmentally appropriate practices in grades 9-12

TPE 7: Teaching English learners

TPE 8: Learning about students

TPE 9: Instructional planning

TPE 10: Instructional time

TPE 11: Social environment

TPE 12: Professional, legal, and ethical obligations

TPE 13: Professional growth

For more information on the TPEs, see: <http://www.ctc.ca.gov/>

Mission & Goals, Conceptual Framework and Dispositions:

For more information on the **Mission and Goals**, see:

<http://www.lmu.edu/education/mission.pdf>

Conceptual Framework:

Social Justice	Integration of Theory and Practice
Technology	Sociocultural/Constructivist Perspective
Leadership	Culturally Responsive Pedagogy
Community Collaboration	

For more information on the **Conceptual Framework**, see:

<http://www.lmu.edu/education/conceptual.pdf>

Dispositions:

We strive to be, and to educate professionals to be, educators who manifest the dispositions to: RESPECT and value all individuals and communities; EDUCATE by integrating theory and practice; ADVOCATE for access to a socially just education; and LEAD in order to facilitate transformation.

For more information on **Dispositions**, see the introduction of the Conceptual Framework:

<http://www.lmu.edu/education/conceptual.pdf>

Required Texts:

All of the readings for the course will either be provided in handouts, distributed in class or in articles and web resources available at the course Blackboard site.

Desk copies of Teaching and Learning: Research-Based Methods, 4th edition, by Donald P. Kauchak and Paul D. Eggan will be provided to each Professor of Record.

Other Required Materials:

1. Internet access – available free of charge from LMU Information Services and through any of the computer labs at LMU.
2. Livetext – purchase on-line at <http://college.livetext.com/college/index.html>
3. pen drives and cdr
4. Enrollment in the course Blackboard page at <http://manegate.lmu.edu>
5. Access to a video recorder (digital); the School of Education has 8mm camcorders, digital cameras and tripods which can be checked out to students. Please call **310-338-7494** to schedule the use of equipment.

Course Requirements:

1. **PROFESSIONAL GROWTH ELECTRONIC PORTFOLIO:**
ELECTRONIC PORTFOLIO MUST BE SUBMITTED IN LIVETEXT!

The following process of portfolio development is recommended—

- A. *Project*: compose a statement of your philosophy of education. This will help you to define your nature as a teacher. Clarifying your vision of yourself as a teacher will enable you to identify what you want your portfolio to show about you to prospective employers. The planning of a portfolio can be likened to lesson planning: you begin with the objectives, i.e. what you want the portfolio to show about yourself. Then you plan content to convey that message.
- B. *Collect*: begin to identify artifacts, which will illustrate those qualities you want to document in the portfolio. Working from the qualities to the artifacts will help to produce a more creative and accurate portrait of yourself. If you don't have an artifact which illustrates a particular attribute, you can make plan to generate one.
- C. *Select*: as you choose items to include, remember that "portfolios are representative, not comprehensive." Each artifact chosen should represent at least one significant aspect of you and/or your teaching. The audience of your portfolio, especially prospective employers, will have limited time to review its content. Therefore, you should select with care those items which will be most effective in presenting your strengths.
- D. *Reflect*: a reflective statement accompanies each domain. This reflection must be connected to theory and include documented teaching and learning and elaboration and interpretation of the artifacts included in this domain.

The elements of the electronic portfolio include the following:

1. A vision statement/quote which reflects your mission and philosophy of teaching and learning
2. Table of contents
3. Introduction—2 pages that include your philosophy of teaching and learning focusing on your values and beliefs; use evidence, theory and practice to support these values and beliefs and an integration of:
 - a. Reflection on R.E.A.L. (Respect, Educate, Advocate, Lead)
 - b. Connection 1-2 theorists to frame the context of reflection on R.E.A.L.
4. *Domain A—Respect* and value all individuals and communities, must include the following:
 - 1-2 page reflection focusing on environment and assessment
and
 - At least 2 electronic artifacts, i.e. behavior plan/classroom management plan, assessment plan, assessments, staff development collaboration, participation in community/school events (drama, sports, etc.), communication with parents
5. *Domain B—Educate* by integrating theory and practice, must include the following:
 - 1-2 page reflection focusing on instructional planning
and
 - At least 2 electronic artifacts, i.e. lesson plans, student projects, pictures of students, working both individually and constructively, papers from any LMU course that applies to your evidence, adapted

- lesson plans, learning activities, summary/samples of pupils' evaluations of [student] teaching
6. *Domain C—Advocate* for access to a socially just education, must include the following:
- 1-2 page reflection focusing on conceptual framework
and
 - At least 2 electronic artifacts, i.e. lesson plans using differentiated instruction, unit plan, student interventions (academic and/or behavior)
7. *Domain D—Lead* in order to facilitate transformation, must include **all** of the following:
- a. 2 **required** artifacts—
 - 1) Resumé
 - 2) Professional growth plan (field experience component)

** Note: Digital cameras can be checked out from the School of Education by calling 310-338-7494.*

** Note: **Bilingual candidates** should include artifacts and/or written materials that reflect Spanish knowledge and understanding of Chicano/Latino cultures and may include any portfolio elements in Spanish.*

2. CLASSROOM ASSESSMENT OF ACADEMIC LEARNING GOALS (TPA 3):

TPA 3 MUST BE SUBMITTED IN LIVETEXT!

- You will demonstrate your ability to select a unit of study and learning goal(s) and to plan standards-based, developmentally appropriate student assessment activities for a group of students. In addition, you will demonstrate your ability to assess student learning and diagnose student needs from particular responses to the assessment activity.
- You will demonstrate your ability to make assessment adaptations for two focus students: an English learner and a student with identified special needs.
- You will score, review and analyze evidence of student learning and will reflect on assessment implications.
- You will submit your completed response, the assessment, selected student assessment responses, and if appropriate, scoring scales, rubrics, or scoring guides as artifacts.
- For more information, check <http://www.lmu.edu/education/teachered/tpa.htm>

Any questions regarding guidelines or submission for the TPAs can be directed to Dr. Litton (elitton@lmu.edu or 310-338-2863). Professors of Record should handle all content questions, i.e., what goes into the TPA. For any technical submission questions, contact Elaine Coates (ecoates@lmu.edu).

3. ACADEMIC LESSON DESIGN, IMPLEMENTATION, AND REFLECTION AFTER

INSTRUCTION (TPA 4), VIDEO ANALYSIS:

TPA 4 MUST BE SUBMITTED IN LIVETEXT!

- You will demonstrate your ability to design a lesson plan based on state-adopted academic content standards, implement that lesson plan making appropriate use of class time and instructional resources, meet the differing needs of individuals within the class, manage instruction and student interaction, assess student learning and analyze both the strengths and weaknesses of the lesson.
- You will demonstrate your ability to make lesson adaptations for two focus students, and you will demonstrate your ability to analyze evidence of student learning and reflect upon instruction.
- You will need to submit your completed response, a videotape of the lesson taught, instructional artifacts and sample of student work.
- Please consult the TPA 4 directions in advance. The videotaping information will help you be prepared, practiced, familiar and comfortable with the process.
- For more information, check <http://www.lmu.edu/education/teachered/tpa.htm>

** Note: video recorders can be checked out from the School of Education by calling 310-338-7494*

Any questions regarding guidelines or submission for the TPAs can be directed to Dr. Litton (elitton@lmu.edu or 310-338-2863). Professors of Record should handle all content questions, i.e., what goes into the TPA. For any technical submission questions, contact Elaine Coates (ecoates@lmu.edu).

4. POSTER BOARD PRESENTATION: Candidates will prepare a poster board that highlights elements from the electronic portfolio. The poster board should address a challenge in candidates' experiences as teachers and their resolution for this challenge and should illustrate differentiated instruction and social justice in practice.

Secondary presentations will be held April 26th. All secondary candidates will present over 2 sessions, one from 5:30p-6:30p and another at 7p-8:30p, at a location to be confirmed.

5. SUPERVISION REQUIREMENT:

Professor:	Angela Fajardo, Clinical Faculty – BCLAD Greg Knotts, Clinical Faculty – Elementary Lisa Layne, Clinical Faculty – Secondary
Office:	School of Education, University Hall (Second Floor)
Phone:	Fajardo – 310)338-7721; Knotts – 310)338-3758; Layne – 310)338 3769
Fax:	310) 338-1976
Email:	afajardo@lmu.edu ; gknotts@lmu.edu ; llayne@lmu.edu

In addition to the coursework requirements, which will be included in the syllabus from your Professor of Record, this course also includes a fieldwork component that is required to receive credit for this course. This is a continuation of your Field Experience courses from your first year of the program.

FIELDWORK COMPONENT OF COURSE REQUIREMENTS:

1. **CLASSROOM OBSERVATION:** The candidates will follow the established guidelines below required for classroom observation. A University Supervisor will observe you teaching on at least 8 separate occasions (Ideally, 4 in the Fall of your second year and 4 in the Spring of your second year). More observations times may be required in order to document your successful progress on the Unit Outcomes (for the Dispositions in Practice).
 - a. You must be prepared for each observation with the following:
 - i. A written lesson plan that meets the requirements of the LMU Lesson Plan rubric. Your Supervisor will use the lesson plan as a guide during the observation and will write feedback on the lesson plan for your use.
 1. LMU Lesson Plan template www.lmu.edu/education/
 2. LMU Lesson Plan rubric www.lmu.edu/education/
 3. LiveText website: <http://college.livetext.com>
 - a. Drop in help sessions will be available throughout the semester for more details see <http://www.lmu.edu/education/teachered/livetext.htm>
 - ii. Time allotted for reflective feedback after the lesson with the Supervisor – ideally immediately following the observation.
 - iii. During the reflective feedback session you will complete your own written qualitative comments on an Observation Record and your Supervisor will document their comments on their Observation Record.
 - iv. The Supervisor will complete an Observation Rubric after each observation to assist you in documenting your progress on your individual goal and your continued progress towards proficiency in the Unit Outcomes (for the Dispositions in Practice).
 - b. You are responsible for securing all requirements from the On-Site Support Provider (OSSP) to deliver to University Supervisor, before the date specified by your Supervisor. The requirements are as follows:
 - i. Secure the requisite information on the On-Site Support Provider Agreement
 - ii. Secure the requisite documentation from 4 Support Sessions during each semester. (Observations and in depth dialogue about your teaching.)
 1. At least 2 Support Sessions each semester must be observing your teaching.
 2. Observations may be documented on the LMU Observation any accepted school site form, or as notes from the OSSP.
 3. Any other Support Sessions will be summarized on the Summary Report form.
 - iii. Completion of an On-Site Support Provider Summary Report
 - iv. Completion of 1 summative evaluation on the LMU Observation Rubric

- c. *****BCLAD CANDIDATES ONLY***** 50 percent of all observations must use Spanish as the language of instruction. 50 percent of all lesson plans must also be written in Spanish.

2. **TEAM MEETINGS:** Using the Unit Outcomes (for the Dispositions in Practice) as a guide, the focus of Team Meetings will be on your self-assessed Goals for their professional development. * You will record and track your progress in meeting your goals using the “Candidate Goal, Action Plan and Team Meeting Summary” form that is provided by your Supervisor. Below are listed TENTATIVE agendas for the 4 Team Meetings to take place during each semester of your second year. While the requirements for all of them must be met by the end of each semester, the University Supervisors may use their discretion in accomplishing the following tasks:

On-going throughout semester:

- ❖ Discuss Goal(s) aligned with the associated Action Plan; areas of emphasis; and growth for fieldwork
- ❖ Discuss connections between courses and fieldwork observations
- ❖ Facilitate a collegial discussion on commonalities Supervisor has witnessed during observations as areas of strength, growth, or professional development areas of need
- ❖ Offer supplemental support to candidates in meeting Goal(s) and coursework connections; this may include email or phone support, modeling, or article or book recommendations

- a. **Meeting #1** – *Determine learning preference and identify needs as a tool of self-assessment (Portner, 2003).*

- ❖ **FOCUS: TPE 8; CF – Community Collaboration**
- ❖ Introductions
- ❖ Logistics: Set dates for all observations with candidate (Send to Clinical Faculty)
- ❖ Discuss courses the candidate is enrolled in and plan connections and focus for fieldwork observations
- ❖ Introduce LMU Observation Rubric (as guide for Observations and Goal(s) setting)
- ❖ Discuss in general terms how the first year of support has guided candidate gains in proficiency
- ❖ Confirm the distribution of paperwork to candidates for teacher practitioner/intern candidates to give to On-Site Support Provider
- ❖ Handout candidate goal, action plan and team meeting summary form
- ❖ *Additional resources to support you in attaining your goals.*

* Your Goal(s) will be based around your initial observation and self-assessed needs, but will be revisited in each semester of fieldwork observation. Goal(s) are meant to be fluid and focused on your needs. You may focus on the same Goal(s) for more than one semester or choose new Goal(s) each semester. (Completing all required Fieldwork and Coursework should assist the candidate in becoming proficient in all the Unit Outcomes {for the Dispositions in Practice} and connected TPEs and Conceptual Framework tenets by the end of the program.)

- b. **Meeting #2** – *Manage your disequilibrium and develop your vision (Lipton & Wellman, 2003).*

- ❖ **FOCUS: TPE 2; CF – Culturally Responsive Pedagogy**

- ❖ Set Goals and create a plan of action and required resources to be recorded on the Candidate Goal, Action Plan and Team Meeting Summary form. The focus for fieldwork observation will be the Unit Outcomes (for the Dispositions in Practice), which are aligned with at least one of the TPEs and one of the Conceptual Framework tenets*
 - ❖ Facilitate collegial discussion and brainstorming about resources for Action Plan
 - ❖ Collect On-Site Support Provider Agreement and remind candidates to be working on on-site observations
 - ❖ *Additional resources to support you in attaining your goals.*
- c. **Meeting #3** – *Reflection as critical function of successful teaching and learning (Boreen, Johnson, Niday & Potts, 2000).*
- ❖ **FOCUS: TPE 13; CF – Leadership**
 - ❖ You will pursue a professional development opportunity in response to the Goal(s) and Action Plan that you have set (i.e., attend a workshop, attend sessions provided by the district and/or LACOE, secure a theoretical article, attend a conference.) Your Supervisor will guide you in searching for a professional development opportunity that will help you meet your Goal(s).
 - ❖ *Additional resources to support you in attaining your goals.*
- d. **Meeting #4** – *Taking risks and appearing vulnerable as a tool in building professional trust (Jonson, 2002).*
- ❖ **FOCUS: TPE 12; CF – Integration of Theory and Practice**
 - ❖ Each candidate will present their professional development experience to the Supervisor and other teacher candidates in the fieldwork Team
 - ❖ Provide materials for all candidates and Supervisor
 - ❖ Conduct collegial and reflective discussion on professional development experience
 - ❖ Revisit and revise Goal(s) and Action Plan as necessary, in response to the observations and feedback from the University Supervisor and on-site support provider
 - ❖ Complete paperwork (including summative assessment)
 - ❖ Collect on-site support provider paperwork and candidate Team Meeting Summary and the written assignments associated with the candidates' field experience course.
 - ❖ Complete and share the CANDIDATE SEMESTER SUMMARY
 - ❖ *Additional resources to support you in attaining your goals*

RESOURCES

Boreen, J., Johnson, M., Niday, D., & Potts, J. (2000). *Mentoring Beginning Teachers*. Stenhouse Publishers, Portland, Maine.

Jonson, K.F. (2002). *Being An Effective Mentor*. Corwin Press Inc, Thousand Oaks, California.

Lipton, L. & Wellman, B. (2003). *Mentoring Matters: A Practical Guide To Learning-Focused Relationships*. Mira Via, Sherman, Connecticut.

Portner, H. (2003). *Mentoring New Teachers*. Corwin Press Inc., Thousand Oaks, California.

Policy on Class Attendance:

This course is required for a State of California Teacher Credential. Completion of the course certifies to the State Board of Education that the student has mastered the required competencies for this area. Therefore, **class attendance is necessary and no classes are optional**. If a student will miss ANY class in the course of the semester, it is suggested that the student take this course in a different semester when he or she does not have such conflicts. Please contact the teacher individually to discuss this. A student who is absent even once (except in cases of illness or an emergency), is late for class excessively, or leaves class early may receive a grade that is at least one grade lower than the computed grade (e.g. A minus becomes a B plus). **A student with ONE OR MORE absences cannot receive a grade of A or A minus at the end of the course.** Class participation in small group and large group activities is necessary to pass the course. Students should come to class prepared to participate and should regularly participate in discussions.

Policy on Academic Honesty:

Loyola Marymount University expects honesty and integrity from all members of its community. All acts of cheating on assignments or examinations, plagiarism, forgery of signature, or falsification of data, unauthorized access to University computer accounts or files, and removal, mutilation, or deliberate concealment of materials belonging to the University library will be dealt with appropriately.

Students found guilty of any offence against academic honesty and integrity are subject to a failing grade in the course by the instructor. In addition, students may be suspended or dismissed from the University upon the recommendation of the Program Director, the Dean of the student's college or the Chair of the Graduate Council.

In addition, students enrolled in credential or licensing programs may be suspended, dismissed, or denied recommendation for the credential or license for any violation of the published Code of Ethics for the professional group.

(2004-2005 Graduate Bulletin, p. 17)

Special Accommodations:

Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. The instructor can direct the students to the appropriate office on campus for assistance.

Written Work:

Written work should be well written, grammatically correct, and conform to the American Psychological Association (APA) style manual, 5th edition. All assignments (with the exception of the study guides and any assignment submitted via email) should be typewritten and double-spaced.

Policy on Late and Make-up Work:

Late work is accepted only when advance arrangements have been made with the professor.

Exception: TPAs will not be accepted late regardless of any circumstances. Please review TPA 3 and TPA 4 due dates listed below.

TPA Due Dates

	TPA 3 Due Dates	TPA 4 Due Dates
Gen (Secondary TFA)	Feb 22	March 29

TPA 3 and TPA 4 must be submitted on Livertext by 5:00 PM on the night of the due date. Late submissions will not be accepted.

Grading Policy:

Assignments

- | | | |
|------------------------------------------------------------|---------------------|---------------|
| 1. Professional Growth Electronic Portfolio (see Rubric): | A=4, A-=3, C=2, F=1 | Due: April 19 |
| 2. Poster Board Presentation (see Rubric): | A=4, A-=3, C=2, F=1 | Due: April 26 |
| 3. Assessment Evaluation—TPA 3: | A=4, A-=3, C=2, F=1 | Due: Feb. 22 |
| 4. Video Assignment TPA—TPA 4: | A=4, A-=3, C=2, F=1 | Due: March 29 |
| 5. All Fieldwork Requirements (per University Supervisor): | A=4, A-=3, C=2, F=1 | Due: April 29 |

A = 19-20 points

A-= 14-18 points

C = 8-13 points

F = less than 8 points

**Note: The instructor retains the right to make changes, additions or deletions to the syllabus during the course of the semester.*

Week	TOPIC	AREAS OF FOCUS	Due
1 1/11	<ul style="list-style-type: none"> Course Overview Assignments Class structure Assessment 	<ul style="list-style-type: none"> Professional growth Conceptual Frameworks Class environment Class assessment Instructional planning Philosophy of teaching & learning 	See lesson template online
2 1/18	<ul style="list-style-type: none"> Analyzing student work Philosophy of Education (portfolio)	Come to class with TPA 3 & Philosophy of Education – already written?	Read TPA3 before coming to class
3 1/25	Assessment PowerPoint for the classroom (whole class, small groups) Computer Lab	Pre (Benchmarking) Formative Summative	

Week	TOPIC	AREAS OF FOCUS	Due
4 2/1	Web Design for the classroom (class, small groups, individual) 4:30 Session ONLY	TPA 3 workshop in Computer Lab	
5 2/8	Teacher as Practitioner	Handout Panel Presentation Form TPA 3 workshop Professional Growth Portfolio	Assessment for TPA 3 (draft 1)
6 2/15	Teacher as Scholar	TPA 3 Workshop	
7 2/22	TPA4	TPA 4 Overview	TPA 3 DUE Satisfaction Survey (At the end of class, place surveys in an envelope and leave it Kathy Clemmer's box.) By Feb. 24 th
8 3/1	Movie Making 4:30 Session ONLY	Professional Growth Portfolio in Computer Lab	
9 3/8	Teacher as Researcher Computer Lab	TPA 4 Workshop	Panel Presentation Form Due.
10 3/15	Teaching as Passion	TPA 4 Workshop	Video Due
11 3/22	Teacher as Innovator 4:30 Session ONLY	in Computer Lab	
12 3/29	Teaching in Community Computer Lab	ePortfolio workshop	TPA 4

Week	TOPIC	AREAS OF FOCUS	Due
13 4/5	ePortfolio	Portfolio Presentation Workshop Need Approved Induction for Clear Credential (School)	
14 4/19	Credential Application Process <ul style="list-style-type: none"> • 5th Year • (LMU web site) 		ePortfolio
15 4/26	Poster-Board Presentations		Field Work 4/29
16 5/3	Finals Week		

This schedule illustrates mandatory class sessions. For an excused absence from one of these sessions, prior arrangements must be made with the instructor.

All class sessions should be reserved until class needs are assessed and further class sessions can be scheduled as needed.

Individual sessions will be scheduled based on individual needs. This differentiated instruction will develop based on students' self-assessed needs for improvement in teaching effectiveness.

UNIVERSITY HOLIDAYS:**

- Monday, January 16th: Martin Luther King Day
- Monday, February 20th: President's Day
- Monday-Friday, March 6th-10th: Easter Break
- Thursday, March 31st: Cesar Chavez day

***Note: These are UNIVERSITY holidays and affect only classroom situations at LMU. University holidays do not excuse you from student teaching assignments at your school site. Please refer to your school district's holiday schedule.*

COURSEWORK SUMMARY:

1. Professional Growth Electronic Portfolio: April 21
2. Poster Board Presentation: April 26
3. TPA 3 Assessment: Feb 22
4. TPA 4 Video Analysis: April 5
5. All Fieldwork Requirements: April 29
(from University Supervisor)

PROFESSIONAL GROWTH ePORTFOLIO RUBRIC

ePortfolio may be in any electronic format such as web pages, digital movie, PowerPoint, etc.

COMPONENT	4 = A	3 = A-	2 = C	1 = F
Introduction	Includes statement of vision	Includes statement of vision	Includes statement of vision	Does not include statement of vision
Table of Contents	Includes table of contents	Includes table of contents	Includes table of contents	Does not include table of contents
Professional Growth Portfolio REFLECTION RESPECT	1-2 page reflection from your practice that makes <u>appropriate</u> , <u>relevant</u> , <u>accurate</u> and <u>clear</u> , <u>detailed</u> connections to: <ul style="list-style-type: none"> • classroom environment • connections of theory and practice • with at least 2 artifacts to support 	1-2 page reflection from your practice that makes <u>appropriate</u> , <u>relevant</u> , and/or <u>accurate</u> connections to: <ul style="list-style-type: none"> • classroom environment • connections of theory and practice • with at least 2 artifacts to support 	1-2 page reflection from your practice that makes <u>minimal</u> , <u>limited</u> , <u> cursory</u> , <u>inconsistent</u> and/or <u>ambiguous</u> connections to: <ul style="list-style-type: none"> • classroom environment • connections of theory and practice • with at least 2 artifacts to support 	1-2 page reflection from your practice that makes <u>inappropriate</u> , <u>irrelevant</u> , <u>inaccurate</u> , and/or <u>missing</u> connections to: <ul style="list-style-type: none"> • classroom environment • connections of theory and practice • with at least 2 artifacts to support
Professional Growth Portfolio REFLECTION EDUCATE	1-2 page reflection from your practice that makes <u>appropriate</u> , <u>relevant</u> , <u>accurate</u> , and <u>clear</u> , <u>detailed</u> connections to: <ul style="list-style-type: none"> • a focus on instructional planning • classroom assessment • with at least 2 artifacts to support 	1-2 page reflection from your practice that makes <u>appropriate</u> , <u>relevant</u> , and/or <u>accurate</u> connections to: <ul style="list-style-type: none"> • a focus on instructional planning • classroom assessment • with at least 2 artifacts to support 	1-2 page reflection from your practice that makes <u>minimal</u> , <u>limited</u> , <u> cursory</u> , <u>inconsistent</u> and/or <u>ambiguous</u> connections to: <ul style="list-style-type: none"> • a focus on instructional planning • classroom assessment • with at least 2 artifacts to support 	1-2- page reflection from your practice that makes <u>inappropriate</u> , <u>irrelevant</u> , <u>inaccurate</u> , and/or <u>missing</u> connections to: <ul style="list-style-type: none"> • a focus on instructional planning • classroom assessment • with at least 2 artifacts to support
Professional Growth Portfolio REFLECTION ADVOCATE	1-2 page reflection from your practice that makes <u>appropriate</u> , <u>relevant</u> , <u>accurate</u> , and <u>clear</u> , <u>detailed</u> connections to: <ul style="list-style-type: none"> • a focus on conceptual framework 	1-2 page reflection from your practice that makes <u>appropriate</u> , <u>relevant</u> , and/or <u>accurate</u> connections to: <ul style="list-style-type: none"> • a focus on conceptual framework 	1-2 page reflection from your practice that makes <u>minimal</u> , <u>limited</u> , <u> cursory</u> , <u>inconsistent</u> and/or <u>ambiguous</u> connections to: <ul style="list-style-type: none"> • a focus on conceptual 	1-2- page reflection from your practice that makes <u>inappropriate</u> , <u>irrelevant</u> , <u>inaccurate</u> , and/or <u>missing</u> connections to: <ul style="list-style-type: none"> • a focus on conceptual

	<ul style="list-style-type: none"> • with at least 2 artifacts to support 	<ul style="list-style-type: none"> • with at least 2 artifacts to support 	framework <ul style="list-style-type: none"> • with at least 2 artifacts to support 	framework <ul style="list-style-type: none"> • with at least 2 artifacts to support
Professional Growth Portfolio REFLECTION LEAD	3 required artifacts: (1) resume (2) 2-3 page reflection from your practice that makes <u>appropriate</u> , <u>relevant</u> , <u>accurate</u> , and <u>clear</u> , <u>detailed</u> connections to: <ul style="list-style-type: none"> • your philosophy about teaching and learning which should include: <ol style="list-style-type: none"> a. develop 2-3 values and beliefs that connect to teaching and learning b. include strategies and components based on those values and beliefs—using two sources to explain why c. give examples of what this looks like in your classroom • (3) 1-page reflection on your development as a professional educator, including area(s) for growth 	3 required artifacts (1) resume (2) 2-3 page reflection from your practice that makes <u>appropriate</u> , <u>relevant</u> , and/or <u>accurate</u> connections to: your philosophy about teaching and learning which should include: <ol style="list-style-type: none"> a. develop 2-3 values and beliefs that connect to teaching and learning b. include strategies and components based on those values and beliefs—using two sources to explain why c. give examples of what this looks like in your classroom <ul style="list-style-type: none"> • (3) 1-page reflection on your development as a professional educator, including area(s) for growth 	3 required artifacts (1) resume (2) 2-3 page reflection from your practice that makes <u>minimal</u> , <u>limited</u> , <u> cursory</u> , <u>inconsistent</u> and/or <u>ambiguous</u> connections to: your philosophy about teaching and learning which should include: <ol style="list-style-type: none"> a. develop 2-3 values and beliefs that connect to teaching and learning b. include strategies and components based on those values and beliefs—using two sources to explain why c. give examples of what this looks like in your classroom <ul style="list-style-type: none"> • (3) 1-page reflection on your development as a professional educator, including area(s) for growth 	3 required artifacts (1) resume (2) 2-3 page reflection from your practice that makes <u>inappropriate</u> , <u>irrelevant</u> , <u>inaccurate</u> , and/or <u>missing</u> connections to: <ul style="list-style-type: none"> • your philosophy about teaching and learning which should include: <ol style="list-style-type: none"> a. develop 2-3 values and beliefs that connect to teaching and learning b. include strategies and components based on those values and beliefs—using two sources to explain why c. give examples of what this looks like in your classroom • (3) 1-page reflection on your development as a professional educator, including area(s) for growth

Loyola Marymount University
School of Education

TEACHER EDUCATION
Poster Board Presentation Rubric

KEY	4 Appropriate, relevant, accurate, and clear or detailed (A)
	3 Appropriate, relevant, or accurate (A-)
	2 Minimal, limited, cursory, inconsistent, and or ambiguous (C)
	1 Inappropriate, irrelevant, inaccurate, or missing (F)

As you interview the candidate please mark how well he/she communicates his/her vision of teaching and learning, specific challenges from teaching and behavior management and specific resolutions of these challenges.

Candidate: _____

	4 (A)	3 (A-)	2 (C)	1 (F)
<i>VISION</i>				
Connects to philosophy of teaching and learning				
Uses artifacts to justify philosophy of teaching and learning				
<i>THEORIST</i>				
Clearly states most influencing theory(ies) and illustrates how practice is rooted in that theory(ies)				
<i>DIFFERENTIATED INSTRUCTION</i>				
Clearly shows differentiated instruction for students with special needs and/or English language learners				
<i>CHALLENGE IN TEACHING</i>				
Clearly states specific example of a challenge from his/her teaching				
Provides resolution to challenge, linking theory to pedagogy (practice)				

Additional Comments:

ON-LINE RESOURCES:

<http://www.proteacher.com>

- A website that features a variety of resources for K-6 teachers. Several chat boards are available by a range of educational and classroom topics. Additional links provide more info on classroom management, child development, examples of lesson plans, etc. at no cost

<http://www.education-world.com>

- A K-12 site with sections devoted to lesson planning, administration, school issues, professional development, technology integration and some parenting resources (i.e., college planning) at no cost

<http://www.edhelper.com/>

- A site dedicated to lesson planning and some classroom management, primarily focusing on K-7 at no cost

<http://www.nationalgeographic.com/>

- The website for National Geographic Society with lots of natural history and science stories that could be developed for middle school and/or high school lesson plans. This site offers a variety of perspectives that can be included within lessons, at no cost.

<http://www.historychannel.com/classroom/classroom.html>

- From The History Channel's website and features classroom calendars, study guides and discussions; some of the classroom features are speech archives, a hometown history section, exhibits and ideas submitted by teachers, more high school topics, but many can be adapted to middle and elementary school classrooms, at no cost

<http://www.pbs.org/teachersource/>

- From PBS on-line, has over 3,000 lesson ideas and plans categorized by subject from pre-K all the way through 12th; the site also allows for teachers to customize their views by creating a profile

<http://powerpointforteachers.com/>

- A good site for secondary teachers, but has a membership fee of \$19.95 per year or \$6.95 per year; features a variety of pre-built PowerPoint presentations categorized by subject and grade

<http://www.aolatschool.com/>

- K-12 site for both educators and students; features no-cost lesson plans and classroom instruction ideas for teachers, grouped by specific subject

<http://www.nctm.org/>

- K-12 site from the National Council of Teachers of Mathematics; features lesson plans and unit ideas for elementary, middle school and high school classrooms at no cost; however, membership does provide more resources

<http://www.ncte.org/>

- K-12 site from the National Council of Teachers of English; features lesson plans and unit ideas for elementary, middle school and high school classrooms at no cost; however, membership does provide more resources

<http://www.nsta.org/>

- K-12 site from the National Science Teachers Association; has a discussion board with a variety of topics for non-members; membership provides more resources like journal articles and lesson helps

<http://www.ncss.org/>

- Secondary site from the National Council for the Social Studies; lesson plans can be accessed by non-members; however, more resources are available with a membership

<http://www.teachers.net/>

- All-inclusive, no-cost, K-12 site with discussion boards, lesson plans, articles, interest groups and a project center, among several other resources

http://www.educationworld.com/a_lesson/lesson/lesson294.shtml

- This is an archived story that features several tolerance lesson plans. The appropriate grade level is listed by each idea

<http://school.discovery.com/>

- From the Discovery Channel, features lesson plans, a curriculum center and a variety of additional resources at no-cost and good for a range of subjects in K-12 classrooms; additionally, the web link below details a 9-12 lesson regarding stereotyping—<http://school.discovery.com/lessonplans/programs/stereotypes/>

<http://www.bilingualeducation.org>

- For bilingual education teachers, the California Association of Bilingual Educators site; provides information and resources for meeting the needs of English Language learners

<http://www.nabe.org>

- National Association of Bilingual Educators site; gives more info regarding their January Conference in Texas features Henry Cisneros, Former U.S. Secretary of Housing and Urban Development Alfie Kohn and Sonia Nieto

<http://www.behavioradvisor.com>

- Excellent site for classroom management info; a comprehensive site with hundreds of strategies and techniques for building and refining the classroom management system; the "behavior checklist" helps teachers self-diagnose and reflect on management; "Catch 'Em Being Good" is a great feature.

<http://www.disciplinehelp.com>

- This site categorizes 117 types of behavior problems to help identify the sources of students' misbehavior and suggests possible ways to address the behaviors, also note "Tip of the Day" for dealing with behavior.

<http://www.readinglady.com/mosaic/>

- For English/Language Arts, the authors of Mosaic of Thought present this website and listserv plus teaching tools on how to get students thinking deeply about what they read.

<http://www.readwritethink.org/>

- Sponsored by the International Reading Association and the National Council of Teachers of English; features has tons of lesson plans, strategies, and resources for reading and language arts instruction.

http://www.ascd.org/publications/ed_lead/200310/munk.html

- A helpful article that explains how to grade students in a multi-ability classroom

<http://www.csun.edu/~hcedu013/index.html>

- For social studies classrooms; features a plethora of lesson plans for social studies teachers from Dr. Marty Levine, Professor of Secondary Education at Cal State Northridge

<http://www.jimloy.com/math/math.htm>

- For math teachers; Jim Loy presents articles, animations, explanations, and examinations in topics such as algebra, pre-cal, number theory and more; gives teachers creative and student-centered ways to approach math instruction

<http://www.mathforum.org/dr.math/>

- For math lesson plans and ideas at the elementary, middle, and secondary levels, log onto Dr. Math

<http://www.middleweb.com>

- A site totally devoted to everything middle school; an amazing comprehensive site that includes management resources, as well as general resources for the middle school teacher

<http://www.jimloy.com/science/science.htm>

- Jim Loy's student-centered science ideas and dozens of lesson plans for engaging science lessons

<http://www.sciencenetlinks.com/>

- A comprehensive science site with K-12 lessons, tools, resources, and benchmarks

<http://www.csun.edu/~hcedu013/index.html>

- A good site for lesson plans in social studies, from Dr. Marty Levine, Professor of Secondary Education at Cal State Northridge