

SMAR²T:

Science and Mathematics Academy for the
Recruitment and Retention of Teachers

Certification Portfolio Handbook

December, 2008

What Is A Portfolio?

A portfolio is a personalized set of materials that shows what an individual knows and what an individual can do. Portfolios can be used to document growth and development, as a final means of assessment in a class or to showcase talents, skills and abilities. Portfolios can be designed for the purposes of program review, promotion and tenure, or for job interviews. The Certification Portfolio is designed as a means of assessment for pre-service teachers completing the final Phase of the SMAR²T Program. It will show the knowledge and skills you have acquired in your education. The Certification Portfolio is one of many assessments the College of Education reviews as part of a student's recommendation for certification. Your Certification Portfolio will include the following components: a resume, a transcript, a Philosophy of Education Statement, a Professional Development Plan, a Synthesis Project paper designed by the faculty of your certification area (mathematics or science) and a Performance Based Evaluation completed by your university supervisor.

Why Are Educators Utilizing Portfolios?

The field of education has entered an era that is focused on “performance-based outcomes.” An emphasis on higher-order thinking skills like application, analysis, synthesis, evaluation, problem-solving and an effort to place knowledge in “real-world” situations has challenged educators to find ways in which to measure or examine these types of outcomes. Performance or “authentic” assessment attempts to measure students beyond the basic levels of outcomes (e.g., knowledge and comprehension). Portfolios are one way to assess skills in these upper level performance-based outcomes. Many states, including Missouri, are requiring portfolios as a form of performance-based assessment for their pre-service teachers.

A Note about Privacy Issues

When including representations of minors (children under the age of 18) in your portfolio, you are legally bound to protect the privacy of those children. No photographs, videos, and/or names of minors may be included in the portfolio. In addition, all student work must be free of names and any other distinguishing marks that might compromise the privacy of students. Any portfolio component that does not meet these requirements cannot be considered part of the portfolio and may result in the need for you to revise your portfolio. In addition to our legal obligation to protect the privacy rights of minors, good educational practice encourages all educators (pre-service and in-service) to protect the privacy rights of all professionals in the field. To fulfill this ethical obligation, portfolios should be free of all teacher and school names. Use pseudonyms or generic terms where appropriate, and make certain to clearly identify pseudonyms as such in all sections of your portfolio. Failure to use pseudonyms or generic terms in reference to teachers and school will result in the need for you to revise your portfolio.

Organizing the Certification Portfolio

The Certification Portfolio is an electronic, web-based application.

The web address for the electronic portfolio system is <http://www.foliotek.com>

You must activate your account before you can begin work on your Certification Program Portfolio. To activate your account, you will need your portfolio code and your registration

code. These will be e-mailed to you from Foliotek. Please check your junk mail when looking for this e-mail, as it is automated and may be routed there due to Mizzou e-mail filters. You will click the link in the e-mail, enter the two codes, and then set up your profile. Once that is done, you are ready to begin using Foliotek. To access Foliotek, go to www.foliotek.com, click on “user login”, using the username and password you indicated in the profile screen.

The electronic portfolio system includes a help section that addresses both content and technical questions. If you have a question about how or what to include in your portfolio, the first place to look for answers should be the help section. You will also find helpful resources linked to the Tools Section listed on the left hand side of the home page. If you are unable to find an answer to your question within the help and tool section, you may contact Kyle Blomenkamp, the portfolio coordinator, in 101 Hill Hall or through email at blomenkampkj@missouri.edu.

The electronic portfolio consists of the following components:

- **Résumé**
- **Philosophy of Education**
- **Professional Development Plan**
- **Synthesis Project (see Appendix A)**
- **Performance Based Internship Evaluations (see Appendix B)**

Description of Portfolio Contents and Terms

Resume

A resume is a formal document chronicling a pre-service teacher’s work history and professional accomplishments. If you need help in creating your resume, please contact the College of Education, Career and Program Support Office in 101 Hill Hall at (573) 882-7772 or access the website at <http://education.missouri.edu/TDP/CAPS/index.php>.

Philosophy of Education

This is a constantly evolving statement that reflects your beliefs regarding education. It should include your values and beliefs for the learner, classroom, school, and community. For each you should explain your values and beliefs and describe how you plan to make each a reality when you are a teacher. (Science Education students should use the Philosophy of Science Education developed in your science methods courses.)

Professional Development Plan

A 3-5-page paper addressing the following components:

- your most positive professional qualities
- what you would like to learn more about or develop further as an educator
- your strategies for continued professional growth
- resources you anticipate needing in order to accomplish your goals
- ways a future employer could assist you in your endeavors
- how you will assess your progress toward completion of your goals

Synthesis Project

This is a project that you complete to demonstrate performance on the MO-Step Standards. The requirements for the mathematics and science Synthesis Projects are explained in Appendix A.

Performance Based Internship Evaluations:

Your University Supervisor will do at least two evaluations of your teaching ability, using the Performance Based Internship Evaluation (PBIE) in Appendix B (NOTE there is a different form for full-time teachers (ALT) and full-time interns (APB)). The first evaluation(s) of your internship will be formative in nature. Formative evaluations provide feedback on how well you are meeting the MO-Step standards and identify areas of improvement. If you are struggling in any one of the 11 categories, it is very important that you meet with your Supervisor to determine what you should do prior to your final evaluation. Near the end of your internship, your University Supervisor will conduct a summative evaluation using the same PBIE instrument. This evaluation will become part of your certification portfolio. You must receive a pass on the summative evaluation to pass your portfolio. To do this, you need to accomplish a rating of 4 or better on each of the 11 MO-Step Quality Indicators.

It is important to understand that your performance evaluations will be based on more than just the lesson that your Supervisor comes to see. The Supervisor will be in regular contact with you, and in the case of APB students, your partner teacher before completing the PBIE. Your supervisor will provide you with a copy of the summative evaluation and will load that evaluation to your online portfolio.

Scoring the Certification Portfolio

Resume	Present/Not Present
Philosophy of Education	Present/Not Present
Professional Development Plan	Present/Not Present
Performance Synthesis	Meets the Standards/Needs Revision
Performance Based Internship Evaluations	1-6 rating from University Supervisor on each Mo-Step Standard (4 needed on each standard to pass)

NOTE: You must pass all components of your portfolio to be recommended for certification.

Academic Honesty and the Certification Portfolio

Academic honesty is essential to the intellectual life of the University. Thus, academic dishonesty, such as cheating and plagiarism, is a basis for disciplinary action. In all cases of academic dishonesty, the faculty member makes an academic judgment about the student's grade on the work and in the course and reports all incidents to the Provost for disciplinary action. The Certification Portfolio is accountable to the same level of academic honesty as all other University courses and assignments. Any student who accused of plagiarism in the Certification Portfolio will be reported to the Provost's office for disciplinary action. As the training ground for future teachers, we take all acts of academic dishonesty *very seriously!*

Frequently Asked Questions about the Certification Portfolio

How long will it take to put together my portfolio?

This varies from person to person, but on average it takes 15-20 hours of individual work time to put together a good portfolio. Obviously, this is not something to put off.

Where can I get help with my portfolio?

Online help is available at <http://www.foliotek.com> . In addition, the Portfolio Coordinator, Kyle Blomenkamp, can be reached at 884-6566 or by email at blomenkampkj@missouri.edu. Your University Supervisor and Academic Advisor can also provide help on your portfolio components. If you need specific technical help, the Reflector staff is available to provide assistance.

How should I start my portfolio?

The best way to start on your portfolio is to take care of loading your professional documents (resume, philosophy of education, and professional development plan) as soon as possible.

Once this task is complete, it is time to concentrate on your Synthesis Project. Carefully read the assignment description provided by your certification area (mathematics or science, see Appendix A). Determine the artifacts you need to create and any other requirements for the

project. Make sure to read the description carefully for additional requirements if you are seeking dual certification (middle and secondary). Note that your University Supervisor is responsible for uploading the summative PBIE.

A Few Notes on Foliotek:

The web address for the electronic portfolio system is <http://www.foliotek.com>

The electronic portfolio system includes a help section that addresses technical questions. If you have a question about how or what to include in your portfolio, the first place to look for answers is this handbook. If you are unable to find an answer to your question within this handbook, you may contact the portfolio coordinator in 101 Hill Hall or through email at blomenkampkj@missouri.edu.

You can upload a file in nearly any format, including word documents, PDF documents, MP3 files, MPEG movies, JPEG images, and GIF images. However, executables (.exe), Visual Basic Script (.vbs), and Word Perfect documents (.wpd) cannot be read by our system. Also, make sure not to use JPEG format for text.

Scanning Tips:

- 1) Scan images at 72 dpi (They are for screen viewing only.)
- 2) The smaller the file the better.
- 3) Scan B+W items in grayscale and color images in rgb format.
- 4) Scan images (photos) as JPEGs
- 5) Scan text, illustrations, diagrams as GIFs

Appendix A: Synthesis Projects

1. Mathematics

2. Science

<p style="text-align: center;">Middle School Mathematics Education (5-9) Secondary Mathematics Education (9-12)</p>

Synthesis Project

Background

This assignment requires you to demonstrate your competencies as a school mathematics teacher in a coherent manner. Several elements (including some supporting artifacts) will comprise a thematic synthesis project, highlighting your knowledge and skills in teaching mathematics.

Your Assignment

For a mathematics lesson of your choice, provide a videotape of a 15-20 minute portion of a lesson taught by you as well as supporting documentation including a lesson plan, textbook pages (if applicable), and samples of student work. These components will enable the evaluator(s) to assess your ability to organize effective mathematics instruction and reflect on practice.

Videotape a mathematics lesson and then view the videotape, reflecting on your choices and actions in the planning, implementation, and evaluation of mathematics instruction (Note: You DO NOT need to load the video into Foliotek). Formulate responses to *four of the five* questions below. Your responses should reference various artifacts associated with the lesson including specific lesson plan components, samples of student work, and so forth:

1. Justify your choice of instructional tasks, teaching strategies, materials, and/or technology. How did your enactment of the lesson foster students' development of critical thinking, problem solving, and performance skills?
2. Describe specific instances of how you addressed diversity within the mathematics classroom. Justify your rationale behind two adaptations to accommodate the needs of diverse learners.
3. Articulate how your lesson embodies national, state, or district curriculum content standards. Be specific! Explain how your lesson builds on students' prior knowledge and promotes connections among mathematical ideas and to contexts outside of mathematics.
4. Identify one instructional decision that, upon reflection, you would change when teaching the same lesson again. Justify your selection by explaining why the instructional decision was problematic or questionable, and describe in detail what changes you would implement. Explain in what way(s) such a change might have improved the lesson.
5. Describe how you assessed student learning by identifying specific examples of formative assessment strategies you utilized during the lesson. What evidence do you have that students met the learning expectations you set? Explain. Select samples of student work that serve as evidence of student learning.

For dual certification only – Secondary Mathematics Education (9-12) majors seeking Middle School Mathematics Education (5-9) certification, answer Question 6:

6. Describe what modifications you would make to teach this lesson (or a related topic) to middle school middle school students. Explain your rationale behind each modification.

Synthesis Project

Specifications

Use numbered headings to organize your paper. Responses to *four of the five* questions must be typed and meet the following requirements:

- Font: 12-point Times New Roman
- Margins: 1" top, bottom, left, and right
- Format: Double-spaced
- Length: Not to exceed a total of 10* pages for all four responses
(*-13 pages *for dual certification only*)

Required Elements for Submission

- Responses to *four of the five* questions (one additional question for *dual certification*) (as Synthesis Project on Foliotek)
- Copy of complete Lesson Plan (upload to synthesis folder on Foliotek)
- Videotape of Instruction, queued to the proper starting point* (*-send tapes to address below)
- Copies of selected student work (Scan and upload to synthesis folder on Foliotek)
- Copies of textbook pages (if applicable) (Scan and upload to synthesis folder on Foliotek)
- Copies of handouts, worksheets, computer files (if applicable). (Scan and upload to synthesis folder on Foliotek)

Send Videotapes to:

Fran Arbaugh
SMAR²T
303 Townsend Hall
Columbia, MO 65211-2400

Suggestions

You are responsible for acquiring the necessary technology to complete this task. Given the difficulties in successfully recording sound during teaching, we strongly recommend that you test the equipment to ensure high-quality audio and video recordings. Please record your name on your video cassette.

Confidentiality

Videotapes of instruction will be viewed only by the evaluator(s) in mathematics education. No video excerpts will be posted on the internet. Moreover, all videotapes of instruction will be destroyed after each semester unless you request that it be returned. Such requests must be made at the time of initial submission. Names of middle or secondary mathematics students who appear on videotape will not be disclosed outside of the circle of you and the evaluators.

Academic Honesty

You are expected to complete this assignment alone (with the exception of any assistance needed to operate video-recording equipment). Please review the academic honesty statement on page 5.

Synthesis Project

Middle School Mathematics Education (5-9)
Secondary Mathematics Education (9-12)

<p style="text-align: center;">Middle School Science Education (5-9) Secondary Science Education (9-12)</p>

Synthesis Project

Write an 8-10 page paper reflecting on your inquiry teaching experiences during your internship. As part of your internship, you are required to teach a minimum of two inquiry science lessons. Each of these two inquiry lessons needs to be a full inquiry (including **all** of the “5 Essential Features of Inquiry”). In addition to teaching the two inquiry lessons, you will need to include artifacts to serve as evidence, including your reflections and student work. ABP students need to also include mentor teacher evaluation of the lessons. Images of classroom work (without students’ faces appearing in the images) are encouraged but not required.

Your program included two important components, pedagogy courses and practical experience. Reflect on both aspects of your graduate work as you respond to the guidelines below. Use the following bold titles as headings for each section of the paper.

Paper Sections:

1. **Inquiry-Oriented Teacher:** Describe what it means to be an inquiry-oriented teacher. In your description, draw upon the *National Science Education Standards* and *Inquiry and the National Science Education Standards*, and at least **two** other resources used in the SMAR²T program. List references at the end of the paper.
2. **School Culture:** Describe the culture of your school relative to reform-based instruction. Specifically, describe support for inquiry teaching within the science department. What support did you receive and what barriers did you encounter from your mentor/school?
3. **Inquiry Lesson #1:** Describe how you incorporated inquiry during your school-based experiences in the following labeled sub-sections:
 - a. **Lesson Plan Overview & Rationale:** Write a brief overview of your first inquiry lesson and provide a rationale for how your lesson meets each of the “5 Essential Features of Classroom Inquiry and Their Variations” in the *Inquiry and National Science Education Standards* [http://www.nap.edu/html/inquiry_addendum/ch2.html#t_6]. In your description, you should indicate the degree of direction that you provided to the students. For the actual lesson plan use the template at the end of this hand-out and upload the first lesson plan in the synthesis project folder on Foliotek.
 - b. **Instructional Decision Based on Formative Assessment:** Describe at least one instructional decision you made during your inquiry lesson that was based on formative assessment feedback.
 - c. **Reflections on Teaching My Inquiry Lesson:** Reflect on your experiences as you planned and taught your inquiry lesson and include a summary of your students’ response to your lesson. How engaged were the students in comparison

to other lessons you have taught? What evidence do you have that students met your learning goals? Did you provide adequate scaffolds to help the students be successful? In what ways did the public communication of data support student learning? In teaching this inquiry lesson, what did you learn about your students and about yourself, as a teacher? (The reflection section of the lesson plan should focus on changes/modifications you would make to this particular lesson.)

4. **Inquiry Lesson #2:** The format is repeated for the second inquiry lesson.
 - a. **Lesson Plan Overview & Rationale:** Write a brief overview of your second inquiry lesson and provide a rationale for how your lesson meets each of the “5 Essential Features of Classroom Inquiry and Their Variations” in the *Inquiry and National Science Education Standards* [http://www.nap.edu/html/inquiry_addendum/ch2.html#t_6]. In your description, you should indicate the degree of direction that you provided to the students. For the actual lesson plan use the template at the end of this hand-out and upload the second lesson plan to the synthesis project folder on Foliotek.
 - b. **Instructional Decision Based on Formative Assessment:** Describe at least one instructional decision you made during your inquiry lesson that was based on formative assessment feedback.
 - c. **Reflections on Teaching My Inquiry Lesson:** Reflect on your experiences as you planned and taught your second inquiry lesson and include a summary of your students’ response to your lesson. How engaged were the students in comparison to other lessons you have taught? What evidence do you have that students met your learning goals? Did you provide adequate scaffolds to help the students be successful? In what ways did the public communication of data support student learning? In teaching this inquiry lesson, what did you learn about your students and about yourself, as a teacher? (The reflection section of the lesson plan should focus on changes/modifications you would make to this particular lesson.)
5. **Reflections on Becoming an Inquiry-Oriented Teacher:** Reflect and summarize your progress of becoming an inquiry-oriented teacher. Set goals for your first year of teaching based on your self-evaluation of your internship experiences. Your professional development goals should include both general teaching goals as well as goals related to teaching science through inquiry.
6. **DUAL CERTIFICATION ONLY:** If you are seeking middle and secondary certification, include your response to the following question:

How does inquiry in science teaching in the middle school compare to inquiry in your secondary school internship? (Approximately 1 page response.)
7. **References:** List references cited in your narrative above.

Artifacts to be Uploaded: (Use the file names shown below)

1. **Inquiry Lesson Plan 1:** Use the lesson plan template at the end of the hand-out.
2. **Lesson 1: Supplemental Material:** Upload any worksheets, hand-outs, etc., used during the first inquiry lesson.
3. **Lesson 1: Mentor Teacher Feedback:** This can be a typed or scanned file of your mentor teacher’s evaluation of your inquiry lesson. ALT interns: This section is not required.
4. **Lesson 1: Student Work & Photos:** Include scanned examples of student work and/or images of your classroom taken during your inquiry lesson. Be sure to remove student names from work examples.
5. **Inquiry Lesson Plan 2:** Use the lesson plan template at the end of the hand-out.
6. **Lesson 2: Supplemental Material:** Upload any worksheets, hand-outs, etc., used during the second inquiry lesson.
7. **Lesson 2: Mentor Teacher Feedback:** This can be a typed or scanned file of your mentor teacher’s evaluation of your inquiry lesson. ALT interns: This section is not required.
8. **Lesson 2: Student Work & Photos:** Include scanned examples of student work and/or images of students engaged in your inquiry lesson. Be sure to remove student names from work examples.

=====

Check List: Please make sure you have followed all the guidelines and can answer “yes” to each of the items below. If you answer “No” to one or more of the following items, you will be asked to revise your portfolio.

1. In the narrative section, did you use headings that correspond to those listed above?
2. Did you use a minimum of 4 references to define inquiry?
3. Have you provided a clear rationale showing how your selected inquiry lessons meet the 5 Essential Features of Inquiry?
4. Have you uploaded two inquiry lesson plans using the lesson plan template?
5. If you are an APB student, have you uploaded your mentor teacher’s evaluation of your two inquiry lessons?

MU Science Education Lesson Plan Format

Topic & Grade Level:		
What are the big science ideas in this lesson?		
Alignment with Missouri Course Level Expectations (CLEs):		
For today, what are my learning goals for my students?		
Materials Needed and Preparation Before Class:		Safety Concerns:
Time Estimates	Teacher's Work (include probing questions)	Students' Work
	Beginning:	
	Closing:	
Assessment: How will I know if my students achieved my learning goals?		
Reflection/Notes:		

Appendix B: Performance Based Internship Evaluation

1. For Full-time Teachers (ALT)

2. For Full-time Interns (APB)

**Performance Based Student Teaching Internship Evaluation, Alternative Certification Form for Full Time Teachers
(ALT)**

**College of Education, Field Experiences Office
University of Missouri - Columbia**

Check One: Formative Report ____
Final Report ____

Name _____ Student Number _____

School and District _____ Mentor Teacher _____

Subject and/or Grade Level _____ Supervisor _____

Semester and Year _____

Instructions: For each quality indicator, please write an appropriate number.

6 = exceptional performance which goes well above and beyond the standard

5 = very good performance which exceeds the standard

4 = meets the standard

3 = progressing toward the standard

2 = significantly below the standard

1 = not addressing the standard

NOTE: Interns need to receive a 4 or higher in each category to pass the portfolio and be recommended for certification.

Source of Quality Indicators and Performance Indicators: Missouri Standards for Teacher Education Programs

Quality Indicator 1: Content

_____ *Understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.*

Performance Indicators:

1.2.1.1 Knows the discipline applicable to the certification area(s)

1.2.1.2 Presents the subject matter in multiple ways

1.2.1.3 Uses students' prior knowledge

1.2.1.4 Engages students in the methods of inquiry used in the discipline

1.2.1.5 Creates interdisciplinary learning

Comments:

Quality Indicator 2: Learners and Learning

_____ *Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.*

Performance Indicators:

1.2.2.1 Applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities

1.2.2.2 Strengthens prior knowledge with new ideas

1.2.2.3 Encourages student responsibility

1.2.2.4 Applies knowledge of theories of learning in planning, implementing and assessing student learning

Comments :

Quality Indicator 3: Diversity

_____ *Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Performance Indicators:

- 1.2.3.1 Identifies prior experience, learning styles, strengths, and needs
- 1.2.3.2 Designs and implements individualized instruction based on prior experiences, learning styles, strengths, needs, and high expectations for all students
- 1.2.3.3 Connects instruction to students' prior experience and family, culture, and community
- 1.2.3.4 Knows when and how to access specialized services to meet students' needs

Comments :

Quality Indicator 4: Curriculum

_____ *Recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.*

Performance Indicators:

- 1.2.4.1 Selects and creates learning experiences that are appropriate for curriculum goals and MAP testing objectives, relevant to learning, and based on principles of effective instruction
- 1.2.4.2 Communicates learning objective(s) to students
- 1.2.4.3 Implements curricular activities that are consistent with objective
- 1.2.4.4 Creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance
- 1.2.4.5 Demonstrates flexibility by evaluating and changing long- and short-term goals and/or instruction to meet student needs and to enhance learning

Comments :

Quality Indicator 5: Instruction

_____ *Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Performance Indicators:

- 1.2.5.1 Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet students' needs
- 1.2.5.2 Aligns instructional strategies with curricular objectives
- 1.2.5.3 Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities

Comments :

Quality Indicator 6: Classroom Management

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

Performance Indicators:

- 1.2.6.1 Knows and uses motivation theories and behavior management strategies and techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
- 1.2.6.2 Manages time, space, transitions, and activities effectively
- 1.2.6.3 Engages students in decision making
- 1.2.6.4 Encourages all students to set, monitor, and adjust learning goals and behaviors
- 1.2.6.5 Establishes and clearly communicates parameters for student classroom behavior
- 1.2.6.6 Manages discipline problems in accordance with the administrative regulations of the school

Comments :

Quality Indicator 7: Communication

_____ *Models effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Performance Indicators:

- 1.2.7.1 Models effective verbal/non-verbal communication skills
- 1.2.7.2 Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications
- 1.2.7.3 Gives directions that are clear, concise, and reasonable
- 1.2.7.4 Supports and expands learner expressions in speaking, writing, listening, and other media
- 1.2.7.5 Uses a variety of media communication tools

Comments :

Quality Indicator 8: Assessment

_____ *Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

Performance Indicators:

- 1.2.8.1 Employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies
- 1.2.8.2 Aligns and integrates instruction and assessment, including but not limited to MAP testing objectives/performance standards and their assessment
- 1.2.8.3 Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning
- 1.2.8.4 Evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- 1.2.8.5 Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues

Comments :

Quality Indicator 9: Reflection and Professional Growth

_____ *Is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.*

Performance Indicators:

- 1.2.9.1 Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influence on student growth and learning, and the complex interactions between them
- 1.2.9.2 Applies professional ethical standards within reflection process
- 1.2.9.3 Seeks and uses resources available for professional development

Comments :

Quality Indicator 10: Professional Responsibility

_____ *Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.*

Performance Indicators:

- 1.2.10.1 Participates in collegial activities designed to make the entire school a productive learning environment
- 1.2.10.2 Talks with and listens to students, is sensitive and responsible to signs of distress, and seeks appropriate help as needed to solve students' problems
- 1.2.10.3 Practices professional ethical standard, including handling confidential information and difficult situations with discretion
- 1.2.10.4 Seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being
- 1.2.10.5 Identifies and uses the appropriate school personnel and community resources to help students reach their full potential
- 1.2.10.6 Demonstrates a sense of professional responsibility by completing duties promptly and accurately and being punctual

Comments :

Quality Indicator 11: Technology in Teaching and Learning

_____ *The pre-service teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.*

Performance Indicators:

- 1.2.11.1 Demonstrates an understanding of technology operations and concepts
- 1.2.11.2 Plans and designs effective learning environments and experiences supported by informational and instructional technology
- 1.2.11.3 Implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning
- 1.2.11.4 Applies technology to facilitate a variety of effective assessment and evaluation strategies
- 1.2.11.5 Uses technology to enhance personal productivity and professional practice
- 1.2.11.6 Demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice

Comments :

Student Teacher Intern's Signature

Supervisor's Signature

Date

Originals should be sent to Susan White in the MU SMAR²T Office (321B Townsend) and copies to the student intern, and university supervisor.

Performance Based Student Teaching Internship Evaluation, Alternative Certification Form for Year-Long Interns (APB)
College of Education, Field Experiences Office
University of Missouri

Check One: Formative Report ____
Final Report ____

Name _____ Student Number _____

School and District _____ Partner Teacher _____

Subject and/or Grade Level _____ Supervisor _____

Semester and Year _____

Instructions: For each quality indicator, please write an appropriate number.

6 = exceptional performance which goes well above and beyond the standard

5 = very good performance which exceeds the standard

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3 = progressing toward the standard

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Source of Quality Indicators and Performance Indicators: Missouri Standards for Teacher Education Programs

Quality Indicator 1: Content

_____ *Understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.*

Performance Indicators:

1.2.1.1 Knows the discipline applicable to the certification area(s)

1.2.1.2 Presents the subject matter in multiple ways

1.2.1.3 Uses students' prior knowledge

1.2.1.4 Engages students in the methods of inquiry used in the discipline

1.2.1.5 Creates interdisciplinary learning

Comments:

Quality Indicator 2: Learners and Learning

_____ *Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.*

Performance Indicators:

1.2.2.1 Applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities

1.2.2.2 Strengthens prior knowledge with new ideas

1.2.2.3 Encourages student responsibility

1.2.2.4 Applies knowledge of theories of learning in planning, implementing and assessing student learning

Comments :

Quality Indicator 3: Diversity

_____ *Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.*

Performance Indicators:

- 1.2.3.1 Identifies prior experience, learning styles, strengths, and needs
- 1.2.3.2 Designs and implements individualized instruction based on prior experiences, learning styles, strengths, needs, and high expectations for all students
- 1.2.3.3 Connects instruction to students' prior experience and family, culture, and community
- 1.2.3.4 Knows when and how to access specialized services to meet students' needs

Comments :

Quality Indicator 4: Curriculum

_____ *Recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.*

Performance Indicators:

- 1.2.4.1 Selects and creates learning experiences that are appropriate for curriculum goals and MAP testing objectives, relevant to learning, and based on principles of effective instruction
- 1.2.4.2 Communicates learning objective(s) to students
- 1.2.4.3 Implements curricular activities that are consistent with objective
- 1.2.4.4 Creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance
- 1.2.4.5 Demonstrates flexibility by evaluating and changing long- and short-term goals and/or instruction to meet student needs and to enhance learning

Comments :

Quality Indicator 5: Instruction

_____ *Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.*

Performance Indicators:

- 1.2.5.1 Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet students' needs
- 1.2.5.2 Aligns instructional strategies with curricular objectives
- 1.2.5.3 Engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities

Comments :

Quality Indicator 6: Classroom Management

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

Performance Indicators:

- 1.2.6.1 Knows and uses motivation theories and behavior management strategies and techniques to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation
- 1.2.6.2 Manages time, space, transitions, and activities effectively
- 1.2.6.3 Engages students in decision making
- 1.2.6.4 Encourages all students to set, monitor, and adjust learning goals and behaviors
- 1.2.6.5 Establishes and clearly communicates parameters for student classroom behavior
- 1.2.6.6 Manages discipline problems in accordance with the administrative regulations of the school

Comments :

Quality Indicator 7: Communication

_____ *Models effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.*

Performance Indicators:

- 1.2.7.1 Models effective verbal/non-verbal communication skills
- 1.2.7.2 Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications
- 1.2.7.3 Gives directions that are clear, concise, and reasonable
- 1.2.7.4 Supports and expands learner expressions in speaking, writing, listening, and other media
- 1.2.7.5 Uses a variety of media communication tools

Comments :

Quality Indicator 8: Assessment

_____ *Understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.*

Performance Indicators:

- 1.2.8.1 Employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performance, and to modify instructional approaches and learning strategies
- 1.2.8.2 Aligns and integrates instruction and assessment, including but not limited to MAP testing objectives/performance standards and their assessment
- 1.2.8.3 Uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs, and progress, and to encourage them to set personal goals for learning
- 1.2.8.4 Evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work
- 1.2.8.5 Maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues

Comments :

Quality Indicator 9: Reflection and Professional Growth

_____ *Is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.*

Performance Indicators:

- 1.2.9.1 Applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influence on student growth and learning, and the complex interactions between them
- 1.2.9.2 Applies professional ethical standards within reflection process
- 1.2.9.3 Seeks and uses resources available for professional development

Comments : _____

Quality Indicator 10: Professional Responsibility

_____ *Fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.*

Performance Indicators:

- 1.2.10.1 Participates in collegial activities designed to make the entire school a productive learning environment
- 1.2.10.2 Talks with and listens to students, is sensitive and responsible to signs of distress, and seeks appropriate help as needed to solve students' problems
- 1.2.10.3 Practices professional ethical standard, including handling confidential information and difficult situations with discretion
- 1.2.10.4 Seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being
- 1.2.10.5 Identifies and uses the appropriate school personnel and community resources to help students reach their full potential
- 1.2.10.6 Demonstrates a sense of professional responsibility by completing duties promptly and accurately and being punctual

Comments : _____

Quality Indicator 11: Technology in Teaching and Learning

_____ *The pre-service teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.*

Performance Indicators:

- 1.2.11.1 Demonstrates an understanding of technology operations and concepts
- 1.2.11.2 Plans and designs effective learning environments and experiences supported by informational and instructional technology
- 1.2.11.3 Implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning
- 1.2.11.4 Applies technology to facilitate a variety of effective assessment and evaluation strategies
- 1.2.11.5 Uses technology to enhance personal productivity and professional practice
- 1.2.11.6 Demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice

Comments : _____

Student Teacher Intern's Signature

Partner Teacher's Signature

Supervisor's Signature

Date

Originals should be sent to Marilyn Soucie in the MU SMAR²T Office (321B Townsend). Copies go to the student intern, supervisor and partner teacher.