

Student Guide for Preparing the Foundations Block Portfolio

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Prepared by the

Department of Educational Foundations

Foundations Block Portfolio - Guidelines

All Foundations Block students must complete a Foundations Block Portfolio. It is one requirement of the Introduction to Education and Teaching class (EDFNDPRC 210).

The Foundations Block Portfolio, which is aligned with the goals and expectations of the Teacher Performance Assessment (edTPA), includes the major components as outlined in this guide. Please note however, the following information provides a general description of these components; more detailed descriptions will be provided in individual instructors' syllabi and coursework.

1. Philosophy Statement

Using your knowledge of the educational philosophies considered in your introductory courses, you will craft a coherent, thoughtful essay in which you present a well-reasoned position regarding major questions that all persons who intend to teach must consider, such as:

- What characterizes a world-class teacher?
- What are the goals of education?
- What are the roles of a teacher? The necessary dispositions?
- How do you envision these ideas connecting to your future practice?

2. Descriptive Analysis of Learning Context

This two-part assignment requires students to describe and analyze the social, cultural, and developmental characteristics of the students, classroom, and the cooperating school during the O&P placement.

In this assignment, students will also consider the implications these characteristics have in the future teacher's emerging thinking about ways they might foster student engagement in the classroom.

NOTE: The expectation is that this paper would include knowledge and skills developed in your psychological foundations courses (such as EDFOUND 212/222/230) and your educational diversity course (such as EDFOUND 243).

The guiding questions for this analysis should include:

- What do you need to know about your students in preparation for instruction, and what are some strategies for discovering this information?
- How would this information inform your teaching, particularly as it affects student learning?

3) Teaching Reflection and Video

This activity includes three components

- 1) lesson plan
- 2) a video taped teaching segment
- 3) a reflection

Information on the exact requirements and processes for this assignment will be provided by your EdFound 210 instructor.

Some general information about this assignment includes:

- The teaching segment should be considered open ended and include full class, small group, or individual (one on one) teaching with students in the classroom during O&P.
- Video taped teaching segment should be done in accordance with edTPA processes and procedures including appropriate permissions, confidentiality agreements and TaskStream uploading.
- The reflection can take a variety of forms, like, for example, a video of the interaction, annotated photographs, a written description, etc.
- The reflection should be guided by probing questions such as:
 - What did you do to involve the students? Why did you choose that strategy or activity? What evidence do you have that it might be effective?
 - Were students engaged? How do you know? What evidence do you have? What could you have done to increase engagement?

4) Documentation from O&P

- 1) Cooperating Teacher Evaluation Form
- 2) Signed Timesheet

Scoring the Portfolio

The portfolio as a whole will receive a single pass/fail score, which is documented as 0 (undocumented/fail), 1 (minimal/fail), or 2 (basic or better/pass). The portfolio will be scored by the EdFound 210 instructor, using a department-approved rubric (included in this portfolio guide).

Passing & Failing Intro &/or the Portfolio

Students may fail the portfolio and still pass the Intro course. Students who fail the portfolio will have to take the Portfolio Workshop in order to revise their portfolio.

Transfer students and others who do not take Intro

Students not completing a portfolio in the Intro class will have to take the one-credit EDFOUND 214 (Portfolio Workshop) in order to complete the portfolio. The Portfolio Workshop instructor may show some latitude about the types of assignments acceptable for inclusion in the portfolio at this point, so as to facilitate the process for transfer for non-traditional students who may have completed relevant courses in an era prior to portfolios.

Relationship between Foundations Block Portfolio and edTPA

The Teacher Performance Assessment (edTPA) is a relatively new process for determining whether teacher candidates are professionally ready to teach. Teacher education students from all over the country are participating in the edTPA, which emphasizes the candidate's ability to bring about PK-12 student engagement and learning. The assessment itself is completed in the form of a portfolio over a period of approximately 12 weeks during student teaching. Teacher education programs, including the one at UW-Whitewater, are making sure that their courses and field experiences are preparing students for this new assessment, which is heavily based on research evidence regarding effective teaching. There are three main teaching skills that are emphasized throughout our courses and that are "scored" as part of the assessment: (1) planning for instruction and assessment, (2) instructing and engaging students (including, for the edTPA, two short video clips illustrating the candidate's effectiveness at both), and (3) assessing student learning. Two other areas are emphasized within planning, instructing, and assessing: reflecting on and analyzing one's own teaching, and helping PK-12 students learn and use academic language. The overall emphasis of the edTPA is not so much on what teacher candidates do, but on how effective their practices are in improving PK-12 student engagement and learning.

The emphasis in the Foundations Block portfolio is primarily on "planning for instruction and assessment" (including an analysis of the students and the classroom context—item #3 on the preceding page) and on reflection. There will also be a component intended to develop your ability to reflect on your work with students in classrooms (item #4 on the preceding page).

Foundations Block Portfolio Rubric

	0 (no evidence, fail)	1 (fail)	2 (pass, acceptable or better)
Demonstrates ability to reflect and self-evaluate	No evidence	Evaluation of own teaching and learning is shallow and/or incomplete	Evidences substantial evaluation of own teaching and learning, with attention to efficacy and both strength and weaknesses, and set goals for future learning
Demonstrates progress towards understanding the importance of social, cultural, and developmental characteristics of students and the implications for instruction	No evidence	Portfolio components include some analysis of the importance of these factors	Portfolio components include clear and thoughtful analysis of these factors and implications for instruction
Demonstrates high quality writing	Writing is pervasively unclear, and/or contains many mechanical errors	Writing is frequently unclear and/or includes numerous mechanical errors.	Writing is clear and engaging. Few or no mechanical errors.
Demonstrates thinking about philosophical questions and education	No evidence	Philosophical thinking is illogical, unclear, inaccurately represents philosophical sources and/or shows limited capacity to grapple with big questions in education.	Philosophical thinking shows emerging ability to use philosophical sources and reasoning to grapple with big questions, and adequately presents ideas from several philosophical perspectives

***INTRODUCTION TO EDUCATION & TEACHING/O&P DISPOSITIONAL EVALUATION
(COOPERATING TEACHER FORM)***

Student name _____ **School site** _____

Grade level/subject area _____ **Term** _____

Cooperating teacher's name _____

- **Please discuss the student's strengths as an emerging professional.**

- **Please discuss some areas of improvement that the student should concentrate on as he/she continues in the teacher education program.**

[Form continues on the other side]

Please rate using the following scale.

- 4: Always, effectively
- 3: Usually, effectively
- 2: Sometimes, occasionally not effectively
- 1: Not usually, sometimes inappropriate and ineffective
- 0: Undocumented; unacceptable
- NB: No basis for determination

Consultation:

- _____ Seeks out information on students with whom he/she is involved.
- _____ Seeks out information on curriculum, classroom policy, and management.
- _____ Initiates contacts with students on behalf of learning and support.
- _____ Initiates contact with teachers and other support staff he/she is involved with.
- _____ Maintains an open and approachable demeanor with students.

Professional Behaviors

- _____ Accepts all assigned tasks and responsibilities with enthusiasm and a positive attitude.
- _____ When specific activities are required, the student shows good effort and is thorough in the completion of tasks and assignments.
- _____ When issues of professional behavior and confidentiality arise, student shows interest in learning and following the policies, rules, and procedures.
- _____ Personal appearance is always appropriate.
- _____ Shows excellent emotional maturity in dealing with students and staff.
- _____ Is present and punctual

Treatment and Respect/Professional Behavior:

- _____ Is aware of and sensitive to the different learning needs of children.
- _____ Is firm, fair, and friendly to all students.

Overall rating (approximate average): _____

Cooperating Teacher's Name: _____

Teacher's Signature _____ Date: _____

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

