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## **ProTeach Portfolio Examples**

### **Entry 3, Textbox 3.3.2**

Below are 2 examples of written responses to Textbox 3.3.2 as excerpted from the portfolios of 2 different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Criterion Met/Exceeds Criterion Level and the other response was scored at the Criterion Not Met/Criterion Partially Met Level. This information is being provided for illustrative purposes only.

These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

#### **Suggestions for Use**

After writing your own rough draft response to the guiding prompts, ask the question, “which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

### **Entry 3**

#### **Textbox 3.3.2**

**Standard 2:** A successful candidate for the professional certificate shall demonstrate the knowledge and skills for professional development by:

**Criterion a:** Evaluating the effects of his/her teaching through feedback and reflection.

#### **Rubric – Criterion Met Level:**

- Teacher evidence shows clear and detailed use of reflection on student involvement in instruction.
- Student evidence shows clear and detailed understanding of students’ own progress towards the learning targets.

### **Entry 3**

#### **Textbox 3.3.2 - Example**

#### **Criterion Met/Exceeds Criterion Level**

It was sometimes difficult to judge what students really knew. Many seemed to write what they thought I wanted to read rather than portray what they actually understood or needed help on. This is where the target charts became valuable tools for both the students and me. When a student mastered a concept he was able to color it on his chart. I was able to make a quick visual assessment and the student could see what he still needed practice on. I modified my instruction by listening to the students and slowing down when they needed me to and giving extra practice opportunities. The most effective strategy used was spiraling throughout the unit. It kept the no-risk students on task, gave the some-risk students opportunity for review and provided the at-risk students another chance to learn to concepts. As a result, I will continue to spiral review my lessons.

Student A reflected she was able to identify the names and values of coins, count coins and make change. She stated that money was easy for her. When asked what she liked most she said she enjoyed playing the "Let's Go Shopping" game, having time on the computer and the chart helped her keep track of her progress. She needed to work on checking her answers just to make sure they were right.

Student B reflected that he was now able to identify the names and values of coins, count them and make a dollar. He stated that money was easy for him. When asked what he liked about the unit he said the computer time and coloring in the lesson chart. He reflected that he needed to check his answers and not talk so much to his friends.

Student C reflected that he was able to identify the names and values of coins and count up to a dollar. This is an inaccurate reflection. He is able to identify coins sporadically. When asked he said he liked the "Let's Go Shopping" game and stacking coins was fun. He wrote "nothing" when asked what he needed to work on. This student made gains over the course of this unit and although they were not what I was initially hoping for I have come to realize that he strived to do the best he could.

The target chart provided the students and me an invaluable tool for tracking progress. I will definitely use it in the future in all math units. I foresee it being a powerful tool in reading as well. I will continue to use reflection sheets but will also add math journaling for the students to write their thoughts in. The reflections will assist the learning of students and encourage them to take responsibility of that learning. By providing opportunities for journaling and self-assessment, students will make progress toward their learning targets.

### **Entry 3**

#### **Textbox 3.3.2 - Example**

#### **Criterion Not Met/Criterion Partially Met Level**

Student A's understanding of progress toward learning targets: Again, the portfolio is the final evaluation I make for the learning targets. I do not have a way for kids to give me feedback on the portfolio project. Student A did well and took my elective class a following year, so I take that to mean she enjoyed the class.

Student B's understanding of progress toward learning targets: Student B took my elective class a second year, which means to me that she enjoyed the class. Her mother also told me personally that her daughter liked my class.

Student C's understanding of progress toward learning targets: Did not re-take my class and has been placed in a literacy class to address his written short-comings in the 09-10 school year.

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