

Portfolio Completion Information
Fall, 2011
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Read this carefully, even if you've done so in previous semesters.

This information is in the order you need to complete the different parts of your portfolio.

1. Initial Meeting

At the initial meeting, we will go over procedures, outlines, and expectations. The portfolio coordinator will also answer any questions you have, and will be amazingly reassuring.

Meeting times for this semester are:

Tuesday, September 6 at 5:00 - 6:00 pm (also September 27, October 11 and 25, November 1)

Wednesday, September 7 at 5:00 - 6:00 pm (also September 28, October 12 and 26, November 2)

Monday, September 12 at 4:00 - 5:00 pm and 5:00 - 6:00 pm (also September 26, October 10, 24, 31)

You can attend these meetings from a distance, via iLinc if you need to. Just let me know, and I will set up my computer and phone to bring you into the group virtually.

2. Completing Outline

I've attached a form you can use for the outline—the main information the portfolio coordinator needs is the topics of your reflections, the standards you are to address, the perspective(s) you will be using to analyze your teaching, and a list of potential exhibits (artifacts) you will attach. You may want to carefully read the "Tips on writing reflections," which also has some samples of outlines and a couple of general more detailed outlines to help you with completing your outline.

Here is some information about the contents of your portfolio:

You need to address **exactly** seven standards in your entire portfolio (please don't address more than seven; it confuses the evaluators, which you definitely don't want!) (and definitely don't address fewer than seven—it puts you at major risk for failing!)

You will address those seven standards in four to six reflections, each of which links to as many exhibits (or artifacts) as possible. We generally expect at least ten exhibits per reflection. You will need to write in-depth reflections which address your teaching skill on each one, so make sure to choose topics that will allow you to write richly about your

teaching and that will allow for plentiful exhibits (artifacts). Reflection topics can be taken from coursework (a unit plan or group project, for instance) or from your teaching (or student teaching) practice (a lesson plan or an experience you had, for example), or on a general topic (differentiation, technology integration, etc.). Regardless of your topic, the reflection needs to focus on your teaching. You can combine exhibits from a number of different sources in a reflection.

One reflection should explicitly show your effect on your students' learning—it needs to show a unit (which can be a short one) with pre- and post-assessments.

Submitting outlines:

In Portfolio completion iLearn site

Go to "Drop Box" under "Project Tools." In your folder, under the "Add" pull-down, choose "Upload files." Browse to find the file, and click "Upload Files Now."

Please upload your outline by one week after your first meeting. The portfolio coordinator will then check it and upload it with feedback. This gives you time to attack your first reflection before your second meeting.

3. Writing and Revising/Editing Reflections/Group Meetings/Group Collaboration

Before writing your reflections, look closely at these three important materials:

- Tips for writing reflections
- Reflection revision checklist

Use the following process in writing your reflection:

1. Create an outline (you can use the general outlines as models)
2. Write the reflection
3. Have the reflection reviewed by one or more people—your group members are good choices, but you may have others who are willing to do the review. Use the Reflection revision checklist to aide review.
4. The coordinator will also review the reflection, and give you feedback.
5. Revise your reflection.
6. Have reflection proof-read.
7. Submit reflection online. The portfolio coordinator will NOT be giving feedback at this point, but will be checking submissions to make sure you are on track.

Group meetings are as follows:

Meeting 2: first reflection, September 26, 27, or 28

Meeting 3: second reflection, October 10, 11, or 12

Meeting 4: third and fourth reflections, October 24, 25, or 26

Meeting 5: fifth and sixth reflections, Course Reflections due; tech assistance, October 31,

November 1 or 2

There will be additional meetings in November for those who still need feedback and/or support. However, the times will vary.

You should submit the final versions of each reflection as soon as you can after each meeting, but there are no hard-and-fast deadlines. There are a few things you should know, however:

- The portfolio coordinator will only be giving reflection feedback during meetings, so coming to a meeting without your reflection means you won't get that feedback.
- Don't skip a meeting because you don't have a completed reflection—it helps to hear feedback for others' reflections, and it helps to get support from the coordinator or your group-mates for getting reflections completed!
- We prefer to only look at reflections that have already been reviewed and edited, even if only by you.
- If you have not uploaded your outline and two final reflections by the first week of November, the portfolio coordinator will assume you are not going to complete the portfolio this semester, and will not assign you evaluators.

Attached is a copy of "Tips for Writing Reflections," which has been revised and updated every semester. It has a lot of useful information in it—you will save us both a great deal of time and grief if you read and follow it!

Please make sure to mark places in your reflection where you will attach exhibits. You don't have to upload the actual exhibits—the portfolio coordinator just wants to be able to make suggestions about additional exhibits you might use. Having too few exhibits has been one of the major problems with our portfolios in the past. We expect at least ten exhibits for each reflection—the more the better.

4. Couse Reflections

You need to complete one Course Reflection form for each course you have completed; by the time you finish your portfolio you will also need to complete the form for any courses you are currently taking.

The portfolio coordinator will review Course Reflections during the last meeting. Remember that you will need a page in your portfolio that attaches to either the Course Reflections. This doesn't come in automatically from the Matrix, so you will need to create a page, list your courses, and link to the reflections, which should be uploaded to a folder in My Workspace.

5. Technical Assistance

We keep updating templates to reduce bugs and solve problems. You can choose to keep using your current template, or update to a new template. A multi-media manual is available to assist you. Manuals and videos for creating portfolios using each method can be found in "Resources" of either iPortfolio or the Portfolio Completion site. The portfolio coordinator will also have a workshop for introducing you to the templates, likely in early November, time to be determined.

The portfolio coordinator will continue to provide technical assistance to everyone, but we have a few requests:

Please don't ask for technical assistance until AFTER you have submitted at least two reflections. The writing is the most important part of this portfolio, not the website. We are happy to help you once we know you understand the priorities.

Technical assistance is easiest when the portfolio coordinator can see the problem. That is, of course, not practical for those of you who live far away. E-mail and telephone assistance can also work, but the portfolio coordinator needs you to be as clear as possible about what the problem is, and make sure you tell me up front what program you are using. We can use iLinc to see your screen from a distance to solve problems if all else fails.

For those of you living elsewhere don't let the time difference get in the way of asking questions or meeting with someone by phone. Contact the coordinator by e-mail and we can set something up.

6. Submitting the Draft and Final Portfolios

Portfolio drafts are due **November 16**, or with enough time to get feedback and make changes before the final deadline (that date will depend on circumstances!). Submitting drafts is mandatory—no portfolios will be distributed to evaluators unless the portfolio coordinator has checked them. Submit them by e-mailing the coordinator with your website address. The portfolio coordinator will return feedback by e-mail. See below for a note about your web address.

Final portfolios are due **November 28**, and under no circumstances later than **November 30**. To submit your final portfolio, first let the coordinator know that you are done and email an electronic copy of your cover sheet.

iPortfolio Web Addresses: you will notice that iPortfolio web addresses are very long. In order to send a shorter address to the evaluators, please use a url short link web site. There are plenty of these around (tiny url, short url, etc.), but <http://notlong.com/> provides you the opportunity to choose your own url name. Make a note of your address as soon as you create it, and make sure you send me the address with your cover sheet. Don't create

the address until after you have shared the portfolio with the public, as otherwise it won't work.

7. The Presentation

The presentations will be held December 10 - 17. Presentations will be scheduled for a time convenient to your evaluators, generally from 4 pm to 8 pm on Monday - Friday, or 10 am - 12 pm on Saturday. We can't change times for students in other time zones, so realize you may need to make special arrangements to attend your presentation. In mid-November the portfolio coordinator will send you a list of times, and ask for preferences. Note, however, that it is very difficult to schedule these presentations, and we can't promise that you will get a preferred time.

In the portfolio presentation you will have a chance to sum up what you have learned in the graduate program, to review the evidence that you are an effective teacher/ you are ready to be a classroom teacher, and to show by your demeanor and presentation skills that you are developing a/have a clear "teacher voice."

The presentation will take approximately 45 minutes—15 minutes for you to present (note that you will be cut off after 15 minutes, so plan ahead, and be brief), and 30 minutes for the evaluators to ask questions. In preparing your 15 minute presentation, plan on addressing one big question rather than showing your portfolio—remember that everyone in the room has already seen it. Here are some examples of questions you can address (but feel free to develop your own question):

How does your portfolio show the extent to which you accomplished the goals of the program?

How did you integrate activities and learning from throughout your program in your portfolio?

How does the portfolio show you learned what you say you have learned?

How does the portfolio show you bridged the gap between theory and actual practice?

What have you done in your student teaching (or teaching) after you completed the portfolio that addresses important standards?

How will the process of completing your portfolio help inform your future professional development?

How did your graduate program influence your teaching philosophy and teaching?

How are your ideas about teaching different from what they were before you started your graduate program, and how is this shown in your portfolio?

How does your portfolio show the pedagogical themes that have been present throughout your program?

You will want to be organized and prepared—many people use a PowerPoint to organize their presentation, flipping back and forth between the PowerPoint and the portfolio as needed. A computer with projector or a laptop with projector will be available for your presentation.

Speaking confidently, clearly, and engagingly without referring much to notes will help the committee to evaluate your presentation skills and "teacher voice."

8. Receiving Feedback and Notification of Passing

Once the portfolio coordinator receives forms back from your evaluators, they will be put together into a single document, and upload it to iLearn. The portfolio coordinator will send you an e-mail at that time, and also let the Graduate Director and the Registrar's Office know that you have fulfilled the portfolio requirement.

Occasionally a candidate needs to provide additional evidence about one or more standards. If that is the case for you, the portfolio coordinator will let you know as soon as possible.

Summary of Dates:

<u>Action</u>	<u>Deadline</u>
Meeting 1: Information	Week of September 6, 2011
Complete Outline due	Week of September 13, 2011
Meeting 2: first reflection	Week of September 26, 2011
Meeting 3: second reflection	Week of October 10, 2011
Meeting 4: third and fourth reflections	Week of October 24, 2011
Meeting 5: fifth and sixth reflections, Collect and Reflect or Course Reflections due; tech assistance	Week of October 31, 2011
Submit website to Professor Currie for review and approval	November 16, 2011
Submit final draft	November 28, 2011
Absolutely last day for submitting final draft to receive degree dated January, 2012	November 30, 2011
Portfolio Presentation	December 10 – 17, 2011 or January 2 – 6, 2012

Note: *Evaluators will be assigned during the first week of November. No candidate will be assigned an evaluation team unless outline and reflections have been submitted.*

Completed Portfolios:

Professional ELA: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=9F78B87F2873161B0E000899902D9AF9>

Professional Science: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=45319D24BF71DD6C5813A70D67A4731F>

Professional ELA: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=D803B62498DD1858BFC1DF1E8E263DCA>

Professional Exceptional Needs: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=C1F890CCCA7B138B630CA81D8FE38314>

Professional Exceptional Needs: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=3649FE6B698EE78BC06F1E955733F465>

Professional Mathematics: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=3A92DFE9021A65AED4797999F78838EE>

Initial Social Studies: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=DED29C2325B34C4E88F4CAC0F7043463>

Initial Science: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=COB6DE59E711DE69BA3C402F8071FB99>

Professional Exceptional Needs: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=AA3B303C21C524B6C8FE0A1D06F9E742>

Professional Early Childhood: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=0AD9B7F6FB501F2B58D035AE636395B0>

Initial LOTE: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=2E56E13EABC055979038F2FFBA7267A4>

Professional Mathematics: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=B2E835143A468162F9D1C4EE60F4AA94>

Initial Science: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=2B4FB8408EE31E1C32EEA1ACBAC54A5B>

Professional Childhood: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=6025B19494B033E71C7C8C663BD38BF2>

Professional LOTE: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=D73C1E0916E7BE2BED50C44DDA9D234D>

Initial Social Studies: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=F11A0D2FEDBDB00DB3697B05701BD7B6>

Initial Social Studies: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=D36FB10A8A3F79D15DE6739D186A12E1>

Initial ELA: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=D10C9D8627A9A7044BE4E4920F5AB25E>

Professional PE: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=52654786EB11BD457B05D4B77A4F5863>

Professional Science: <https://ilearn.marist.edu/osp-presentation-tool/viewPresentation.osp?id=5BF48F549039C117472EE51B13924507>

Professional LOTE:
<http://laurensportfolio.notlong.com>

Professional Middle Childhood (Mathematics):
<http://tinyurl.com/yaawjn3>

Professional Exceptional Needs:
<http://jsabia1.notlong.com>

Professional English:

<http://alturl.com/z7bz>

These are older, and may only work if you have Internet Explorer set to display websites in "compatibility view."

Initial Childhood:

<http://foxweb.marist.edu/users/melissa.koczaja/>

Initial Childhood:

<http://foxweb.marist.edu/users/jacqueline.keen1/>

Initial Childhood:

<http://foxweb.marist.edu/users/jacqueline.rossi/>

Initial English:

<http://foxweb.marist.edu/users/ashley.marshall/index.htm>

Initial English:

<http://foxweb.marist.edu/users/daniel.logiurato1/>

Initial Mathematics:

<http://foxweb.marist.edu/users/kerry.conway1/>

Professional Middle Childhood (Generalist):

<http://foxweb.marist.edu/users/taren.busick/>

Professional Middle Childhood (Generalist):

<http://foxweb.marist.edu/users/marlana.williams/>

Professional Exceptional Needs:

<http://foxweb.marist.edu/users/kbftp>

Professional Exceptional Needs:

<http://foxweb.marist.edu/users/debra.manzi/>

Professional Exceptional Needs:

<http://foxweb.marist.edu/users/leah.neumann/>

Professional Exceptional Needs:

<http://foxweb.marist.edu/users/annie.turletes/>

Professional Exceptional Needs 5:

<http://foxweb.marist.edu/users/laura.a.dodson/>

Professional LOTE:

<http://foxweb.marist.edu/users/melissa.a.bertinato>

Tips on Writing Reflections

For your final portfolio you will need anywhere from four to six in-depth reflections (more is better). Make sure that you cover exactly seven standards within these reflections, and no more than three standards per reflection.

For the sample reflection for EPSY506 you need one reflection. Make sure that you address one to three standards in the reflection.

You will need to write in-depth reflections which address your teaching skill on each one, so make sure to choose topics that will allow you to write richly about your teaching and that will allow for plentiful exhibits (artifacts). Reflection topics can be taken from coursework (a unit plan or group project, for instance) or from your teaching (or student teaching) practice (a lesson plan or an experience you had, for example), or on a general topic (differentiation, technology integration, etc.). Regardless of your topic, the reflection needs to focus on your teaching. Papers tend not to make good reflections, although they can be part of reflections that address other topics. You can combine exhibits from a number of different sources in a reflection.

Sample Beginning Outlines:

<u>Reflection Topic</u>	<u>Standards shown</u>	<u>Theoretical Framework(s)</u>	<u>Exhibits</u>
Authentic Assessment	Standard 8	Principles of Authentic Assessment	CAAP
			CAAP rubric
			Lesson rubrics
			Sample student work
	Standard 10	Strategies for teaching self-regulation	Reflection worksheets
			Sample Exit passes

<u>Reflection Topic</u>	<u>Standards shown</u>	<u>Theoretical Framework(s)</u>	<u>Exhibits</u>
Line and Point Reflections Unit	Standard 2	Use of concrete examples	Lesson Plans
			Worksheets
			Sample student work
			Links to online activities
	Standard 3	Constructivist teaching	
		Adapting to individual needs	

Introducing and Describing Your Topic:

1. Try to craft a first sentence that both puts the topic in context, and draws your reader to continue. Remember that your reader doesn't necessarily have any idea of what they are about to look at—this is the first thing they will see.
2. In this section, mainly give background information and clearly show the context of the topic.
3. Don't describe too much—it makes more sense to allow readers to SEE what you are talking about using exhibits or examples. This is the least important part of your reflection—really just an introduction—so spend less time on it. As a rule of thumb, make description less than 10% of the overall reflection.
4. Make sure someone who is not familiar with your teaching can visualize and understand what you are describing.
5. You may find it useful to combine description with analysis—it helps you be less wordy with the description, and it shows your thoughtfulness quickly.
6. If you are reflecting on a lesson plan, it is a good idea to give the goals and objectives (perhaps in the context of learning standards). That allows you to discuss the extent to which the objectives were met (and how you know) in the reflection part.
7. You may find it helpful to write this last—you will then know what parts you need to explain and/or put into context to help support your analysis, reflection, and reflection on standards.

Analyzing and Reflecting on Your Topic:

1. Give a full description of the "whys" of the topic—both interpretation and examination of why the elements or events described are the way they are. Also reflect on the topic in a way that shows

that you learn from experiences and describe what you have inferred about your teaching practice from your work.

2. Develop a theoretical framework for your analysis and reflection. This generally comes from language, concepts, theory and research you have addressed in your coursework, but candidates sometimes also do additional research.
3. Once you have a theoretical framework for discussing your topic (e.g. "multiple intelligences," "teaching students to think critically," "direct instruction," "rationales for integrating technology," "Universal Design for Learning," "authentic assessment") you need to work with it all the way through your analysis and reflection wherever possible—as you discuss a particular aspect (e.g. the way a lesson turned out, why you would continue to use video in the future, your desire to help students write about emotions), you need to relate it to the theoretical framework. It doesn't help much if you just write about the theory, and separate that from the way you talk about your teaching.

With this idea in mind, I decided to create a lesson that met the needs of my diverse learners. The brainstorming activity was for my visual-spatial learners. Students were able to see the graph and the connections between the time periods on the SMART Board. The lecture/discussion portion of the lesson was intended to aid my interpersonal students who enjoy interacting with their classmates and teacher. Verbal-linguistic learners also enjoy the lecture/discussion portion of lesson because they are good at listening and retaining information. My short video-clip acted as another reinforcing visual aid. Bodily-kinesthetic students enhanced their understanding of the material by drawing the solar systems on paper and also displaying the systems on the SMART Board. The exit slip activity helped my intrapersonal learners reflect on what they learned during the class period.

4. You can use more than one theoretical framework, as long as you are able to do justice to each one. Every time you use a pedagogical word (learning style, active engagement, etc.) is an opportunity to show what you know about educational research and theory! Even if it doesn't become a full framework for analysis and reflection, you can at least add descriptions of your understanding of the term, and some theorists or research that used it. Use your course books for help.
5. Remember that your teaching is what this portfolio is all about—use the topic or part of your teaching practice as a springboard for talking about yourself as a teacher. This may help you with ideas for additional exhibits, as it expands your discussion beyond a specific piece of coursework or a specific aspect of your teaching practice.
6. Make sure to discuss ways your work will affect your future teaching. This is the crux of the reflection, and is one thing that is very different from the reflections you may have written previously
7. Remember, you should not limit yourself to the things you do well—also talk about what you would do differently.
8. Do not simply state a conclusion ("The lesson was a success"), but give evidence or examples to support that conclusion. Use plenty of examples and use plenty of exhibits as evidence.

I knew my delivery was one of the most important selling points I possessed. I started writing "Happy MIME Day!" on the board every Wednesday, and it stuck. Eventually, students entered the room and yelled, "Happy MIME day,

Ms. Hernon!" This made me incredibly happy and excited. My students realized they could be energetic about learning and we shared smiles and laughs while doing so. I learned that a certain level of silliness is allowed, and actually can benefit a lesson.

Seeing the students take what they learned in their MIME mini lessons and incorporate it into other classes and at home proved incredibly rewarding. When we learned how to use "well" and "good" in the proper contexts, the students were astonished at how many of their teachers and parents spoke "improperly" and didn't know the "right" way to communicate. It is always nice to be right. Being right significantly boosts confidence. Students took particular enjoyment in telling their parents and teachers that they shouldn't say, "I did good on my science test today." They made it quite clear to their younger siblings that it was rude to ask "What?" when something isn't heard. "Pardon?" or "Excuse me" is the polite way to ask someone to repeat themselves. Not surprisingly, I began to develop a reputation amongst my team colleagues as a grammar stickler. I was also identified as the person responsible for the incessant correcting from some precocious students. My team is good-natured and enjoyed the challenge. Again, my teaching practice was validated in a way it never was before.

9. Also remember, when discussing a lesson plan, to give any evidence you have (or could have) to show the effects of your teaching on student learning.
10. Again, use lots and lots of examples and exhibits. Show, don't tell. Link, link, link to exhibits. Break things up into small pieces, and link when you refer to them.

Addressing Standards:

1. Discuss teaching standards! Learning standards are optional. Teaching standards are required—this is what your portfolio is based on!
2. This is the only section that needs to be explicitly labeled, and it needs to be at the end of the reflection. The other aspects of the reflection can be organized in any way you like. You can certainly discuss the standards in other parts of the reflection, but you need a standards section at the end regardless.
3. Show how the reflection topic relates to the standards in a way that makes it clear that you understand the standards and how they relate to your teaching practice. This will mean talking not just about WHAT you did that met standards but HOW each thing you talk about meets the standard. Be as explicit as possible— don't assume your evaluator will be able to "fill in" missing connections. You can make good use of the phrase "for example."
4. One way of expanding this discussion is to start with the standard rather than the examples. In the course of describing a standard and its importance, you can then use your work as examples. One way of approaching this is to say "Standard N suggests that (exemplary/preservice) teachers do W. I did that by Z, P, and R." Do this multiple times for a standard.
5. If this reflection topic showed your ability to teach learning standards, you should discuss the specific learning standards they touch upon in this section as well.

6. If you are having trouble with the standards section, try creating one paragraph per standard, and then discussing the standard with reference to your topic. You will likely end up needing more than one paragraph per standard to fully address it, but this is a good place to start.
7. You can also discuss your future teaching when discussing a standard—what would you do differently in the future to make sure you are meeting this standard? This is especially good for the standards that are hard to evaluate within the limits of the portfolio.
8. Use very specific examples when discussing how you met standards—don't rely on generalities.
9. Make sure you only give examples in this section that have already been discussed in other sections of the reflection—this part is meant to be repetitive. If you link to exhibits from here, they should be exhibits you have already linked to.
10. Don't let the text of the standard substitute for your own writing. Make sure you describe your understanding of the standard in this section.

The MIME unit meets NBPT Standards VI (Instructional Resources) and XI (Language Study). Standard VI states that teachers must use instructional resources that will benefit the reading, writing, speaking, and listening skills of their students. This standard also highlights the importance of choosing and adapting resources to meet the needs of the students. MIME originated as an original unit plan designed to target an area of teaching weakness on my part. I recognized that my method for teaching grammar and language was not effective. I knew my students did not enjoy grammar when it was presented to them a burdensome, difficult, obsolete study.

Some of my instructional resources, such as grammar textbooks and workbooks were already in my possession. In planning the unit, I scoured through these books for functional material. These resources also gave me an idea of what curriculum should be covered in an 8th grade English class. I carefully selected instructional resources that would greatly benefit my students.

As MIME is somewhat of a self-creation, I had to design some of the instructional resources myself. The first area of creation came in the name of the unit. I chose something catchy and practical in hopes that it would hook my students. From observations made, I was able to design mini lessons that targeted areas where students struggled with language and grammar. Topics such as "Toughies" and "Ms. Hernon's Pet Peeves" arose out of these considerations.

Throughout the year-long unit, I stayed flexible in my planning and implementation. I was willing to adapt, change, or discard a planned mini lesson when necessary. If I needed to teach prepositions in a different way than before, I changed my mini lesson. If students were simply not grasping the idea of using voice effectively, I addressed it again the next week. Reflection and assessment allowed MIME to be a unit in constant evolution.

Standard XI (Language Study) suggests that teachers should help their students gain proficiency in language use. It also states that students should learn appropriate language usage in order to be effective communicators. MIME is an approach to teaching grammar and language usage in a way that is engaging and interesting. The New York State English Language Arts Standards require that my students demonstrate knowledge of reading, writing, speaking, and listening skills. MIME allows for a forum to do so.

Using the weekly mini lessons reinforces important language skills identified in both the NYS ELA and NBPT Standards. The students receive targeted instruction that provides a framework for the entire curriculum. Each

mini lesson is designed to improve one small aspect of grammar and language study. By the end of the year, the students have received a plethora of mini lessons that all contribute to an increased proficiency in language use.

MIME not only addresses things like sentence structure and parts of speech. It looks at communication as a whole. In my mini lessons, I seek to explain the importance of effective communication through speaking and writing. Students learn how to express themselves in a manner that is polite and appropriate for the situation. I am careful to stress the necessity of being precise when speaking and writing. And because I preach this, I practice it as well. I do my best to model proper, effective, and appropriate language use. Although I did not have the NBPT Standards at my fingertips while designing MIME, I am glad it adequately addresses two of the esteemed teaching standards.

Writing:

1. Writing needs to be organized and clear, with no mistakes in grammar or syntax. You should use a "personal editor" who has no familiarity with the material to look over your reflection. You might consider getting or paying someone to copy-edit for you—talk to Professor Currie for ideas.
2. Candidates sometimes have trouble with keeping tenses consistent in writing reflections. Try to choose one tense and stick with it. Since some of the writing will be about the past (how it turned out), you may find that one the easiest to stick to.
3. Wherever possible keep an active voice—have someone be the subject of verbs—say, for example "We decided" instead of "it was decided," "I thought" instead of "it was a good idea," "They concluded" instead of "it was concluded that."
4. Don't use names of co-teachers, classroom teachers, or children. Write around them ("my co-teacher," "the classroom teacher," etc. If a reflection is focused partially on a specific child (for a case study, for example), you can make up a name.

Exhibits

1. As you write, think of places where you might link exhibits.
2. Make sure your exhibits either have explanatory text in the reflection, or captions associated with them. The captions should relate to the contents of your reflection, if possible. For example, you could say "Students completed pre-tests, and these showed many of them lacked understanding of the relationship between fractions and decimals. This student, for instance, seemed to think that you couldn't express fractions greater than one as decimals." Or you could put just the first sentence in your reflection, and put the second, without the "for instance," in a caption. This option would be especially good when showing work from multiple students.

APA Style for citations and references:

Currie (2009) suggests that...

APA style is the style used by most educational publishers and by schools of education (Currie, 2009, p. 34).

References

Currie, A. E. S. (2009). The importance of APA style in education. *You Can Join My Club Journal*, 14 (3), 32 - 47.

For more detailed information, see [Cornell's website](#) which has a complete description and multiple examples.

Note: Don't cite textbooks; they only contain the author's interpretation of theory or research. Use original works.

Model Standards Section (for one standard):

Standard I suggests that exemplary teachers use their knowledge of child development as well as individual observations of students to plan and implement effective instruction. In these lessons I demonstrated this by choosing experiments to engage and motivate students in the classroom. Knowing that many of my students enjoy water play, I engaged students in an academic concept (properties of matter) through a preferred method of sensory input. Students thoroughly enjoyed dropping the items into the water and displayed much enthusiasm while retrieving them from the water-filled bin. This activity made learning fun for both students and staff while also proving calming for specific students with intense sensory needs.

Knowing that my students learn best using hands-on activities as opposed to merely watching or listening, I chose this experiment for its interactive components. Because the students were able to physically test each object for float or sink properties, each individual was engaged, interacting with the materials and forming personal perspectives on science topics. This allowed all students access to the curriculum and content.

The reporting sheets formulated for these lessons were adapted to meet the specific needs of my students. Each table consisted of both pictures and words to promote understanding and provide access to the curriculum for all students. The recording columns for sink and float were coupled with arrows pointing up for float and down for sink. These visuals provided more concrete representations for the students. Finally, students were given bingo markers to mark in the correct column rather than writing due to fine motor deficits and frustration levels. Each student was able to independently use a bingo marker which was more important for me than having them write or trace markings with extensive assistance.

Reflection Outline: "Big Ideas" topic

1. Describe why this big idea is important in to you and in your teaching; tell stories where possible
2. Briefly describe theoretical perspective(s) and why this theory is particularly important to you
3. Discuss first aspect of theoretical perspective(s), describing how you have used that perspective in your coursework, student teaching, or teaching. Give specific examples, giving background information as needed, linking to exhibits, and using anecdotes.
4. Repeat this for several different aspects of the theoretical perspective.
5. Discuss how/why using this theoretical perspective has worked for you, giving evidence by linking to exhibits (especially student work) or using anecdotes. This is a good place to also discuss what has not gone well (this can be very impressive to evaluators)
6. Discuss how you have learned and grown in this area, describing how your experiences are likely to affect your future teaching. This is a good place for additional exhibits or anecdotes, which you can use as examples of what you have learned.
7. Discuss one standard in detail, describing what the standard suggests teachers should be able to do and how you do this and/or how you hope to increase your ability to do this in the future. Do this for multiple aspects of the standard.
8. Repeat this for one or two more standards, if applicable (and if it doesn't make the total number of standards you address more than seven).

Reflection Outline: Coursework or Teaching Practice topic

1. Briefly give background information about the lesson plan or course project.
2. Briefly describe theoretical perspective(s) that applies to the lesson plan or course project, and why this theory is particularly important to you
3. Discuss first aspect of theoretical perspective(s), describing how you have used that perspective in your lesson plan or course project. Give specific examples, giving background information as needed, linking to exhibits, and using anecdotes. Wherever possible, give additional examples from other lesson plans or course projects.
4. Repeat this for several different aspects of the theoretical perspective.

5. Discuss how the lesson plan or project worked for you, giving evidence using exhibits (especially student work) or using anecdotes. This is a good place to also discuss what has not gone well (this can be very impressive to evaluators)
6. Discuss how you have learned and grown, describing how your experiences are likely to affect your future teaching. This is a good place for additional exhibits or anecdotes, which you can use as examples of what you have learned.
7. Discuss one standard in detail, describing what the standard suggests teachers should be able to do and how you do this and/or how you hope to increase your ability to do this in the future. Do this for multiple aspects of the standard.
8. Repeat this for one or two more standards, if applicable (and if it doesn't make the total number of standards you address more than seven).

Reflection Title: _____

Writer Name: _____ Reviewer Name _____

Introduction/Description

Topic(s)/Theoretical Framework is put into context

_____ Important background information is given

_____ There isn't too much description—look for less than 10%. Often you can tell if there is too much if you find yourself bored while reading the reflection

Comments and suggestions:

Analyzing and Reflecting

Has theoretical framework(s)

Theoretical frameworks are consistently applied to the details of teaching. Look for interweaving of theoretical ideas and examples, rather than descriptions of theory separate from information about teaching.

Central focus of analysis and reflection is the writer's teaching

Writer makes inferences about his/her teaching practice as a result of the details of teaching

Writer examines why the elements or events described are the way they are

Writer addresses difficulties her or she had as well as things done well

Writer explicitly addresses the importance of the reflection topic to his or her future teaching

The reflection shows that the writer learns from experiences

Comments and suggestions:

Addressing Standards

- _____ There is an explicitly labeled section at the bottom of the reflection
- _____ Writer addresses no more than three standards
- _____ Writer gives his or her own understanding of each standard
- _____ Writer is very explicit about what the standard expects from teachers and how his or her work has met those expectations
- _____ Writer covers each standard thoroughly, discussing multiple aspects of the standard(s)
- _____ Writer shows how the standards relate to his or her teaching practice
- _____ Section includes plenty of examples

Comments and suggestions:

Exhibits, Anecdotes, Evidence

- _____ Writer has noted plenty of places where exhibits will be attached
- _____ In the absence of exhibits, writer gives examples and/or anecdotes
- _____ Writer does not simply state conclusions but gives exhibits or examples to support each conclusion
- _____ Writer uses examples, exhibits, and/or anecdotes in discussing the theoretical framework(s)

Comments and suggestions:

Writing

- _____ Writing is organized and clear
- _____ Writer keeps an "active" voice (example: "I wanted students to show me..." rather than "Students were to show me...")
- _____ Writer keeps a personal voice (example: "this topic is very important to me because..." rather than "this is a very important topic because...." In general, look for lots of "I" and "me" and "my.")
- _____ Reflection doesn't have errors in syntax, word use, etc.

Comments and suggestions:

Portfolio Outline

***First**, decide on your reflection topics. Remember, reflections can be on coursework or on your teaching (or student teaching) practice, or on a general topic (like differentiation). Choose **4 - 6** reflections that together show your mastery of **seven** of your portfolio standards. You may find your completed "collect and reflect" or course summary reflections very useful in helping you to choose projects. You will need to write in-depth reflections which address your teaching skill on each one, so make sure to choose topics that will allow you to write richly about your teaching and that will allow for plentiful exhibits (artifacts). Papers tend not to make good reflections, although they can be part of reflections that address other topics. You can combine topics in a reflection—sometimes these make for very rich reflections. Just remember that you need 4 - 6 in-depth reflections, and that you have to address seven of your teaching standards. Many, many exhibits must be included to provide evidence for your reflection—these can be from a variety of sources.*

ONE of your reflections needs to explicitly show your effect on your student learning. The best way to do this is to reflect on a unit (it can be a short one) with both pre- and post-assessments.

<u>Reflection Topic 1</u>	<u>Standards shown</u>	<u>Framework for Analysis</u>	<u>Exhibits</u>

<u>Reflection Topic 2</u>	<u>Standards shown</u>	<u>Framework for Analysis</u>	<u>Exhibits</u>

<u>Reflection Topic 3</u>	<u>Standards shown</u>	<u>Framework for Analysis</u>	<u>Exhibits</u>

<u>Reflection Topic 4</u>	<u>Standards shown</u>	<u>Framework for Analysis</u>	<u>Exhibits</u>

<u>Reflection Topic 5</u>	<u>Standards shown</u>	<u>Framework for Analysis</u>	<u>Exhibits</u>

<u>Reflection Topic 6</u>	<u>Standards shown</u>	<u>Framework for Analysis</u>	<u>Exhibits</u>

List the **seven** standards you are addressing in your portfolio:

Remember that you can address no more than a total of 7!

One other thing to think about (you don't need to decide right now):

Alternate Navigation Pages *(These are alternate ways for your viewers to navigate to the content in your website, and should represent important aspects of teaching (for example, classroom management or methods of instruction). You probably have some in your portfolio shell, but you may find you need to change them to accommodate the projects you decided to showcase. The idea is to have some way that a person not interested in evaluating you standard by standard can find your work—your principal, for example, or someone who might want to hire you. This is a good place to put exhibits you can't quite fit with your reflections. Don't make any decisions about these pages right now—you'll know more about what you want to do when you finish your reflections.*

Website diagram For your information, below is an updated diagram for your portfolio website:

