

**BRESCIA UNIVERSITY
SCHOOL OF EDUCATION
PORTFOLIO DEVELOPMENT GUIDE**

PORTFOLIO FOR: _____ **EXPECTED GRADUATION DATE:** _____

Determine how you will demonstrate your attainment of each of Kentucky’s New Teacher Standards. You may want to code the items to be included in your portfolio with the following (or similar) abbreviations:

A/C	Award/Certificate	P/G	Photograph/Graphic	R	Recommendation	UP	Unit Plan
E	Exam	IEP	Individual Education Prgrm	CS	Case Study	BP	Behavioral Plan
IM	Instructional Material	LP	Lesson Plan	J	Journal Entry	W	Web Page

You may want to devise some other means of planning and tracking evidence of your attainment of Kentucky’s New Teacher Standards, but this form could easily be used in conjunction with your course syllabi.

New Teacher Standard		<input checked="" type="checkbox"/>	Product(s) to Demonstrate Competency; Include URL, File Name, or Location
I. KNOWLEDGE OF CONTENT – The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.			
1.1	Accurately communicates the skills and core concepts related to certified academic areas.		
1.2	Effectively applies the methods of inquiry related to the certified academic areas.		
1.3	Incorporates a multi-cultural/global perspective in content presentations.		
1.4	Utilizes technology related to the certified academic areas.		
1.5	Connects knowledge of the certified academic areas to real life situations.		
II. DESIGNS/PLANS INSTRUCTION – The designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge			
2.1	Focuses instruction on one or more of Kentucky’s student academic expectations		
2.2	Develops the student’s ability to apply knowledge, skills, and thinking processes		
2.3	Integrates skills, thinking processes, and content across disciplines.		
2.4	Proposes learning experiences that challenge, motivate, and actively involve the learner.		
2.5	Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels. . . .		
2.6	Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.		
2.7	Establishes physical classroom environments to support the type of teaching & learning that is to occur.		

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2.8	Includes creative and appropriate use of technology as a tool to enhance student learning.		
2.9	Includes appropriate assessment strategies and processes.		
2.10	Includes comprehensive and appropriate school and community resources that support learning.		
III. CREATES/MAINTAINS LEARNING CLIMATES – The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
3.1	Communicates with and challenges students in a positive and supportive manner.		
3.2	Establishes . . . respectful classroom interaction . . . shared expectations during individual & group responsibilities.		
3.3	Shows consistent sensitivity to individual academic, physical, social, & cultural differences . . . in a caring manner.		
3.4	Shows flexibility & modifies classroom processes & instructional procedures as the situation demands.		
3.5	Organizes materials & equipment to create a media-rich environment, including technology.		
3.6	Motivates, encourages, & supports individual and group inquiry.		
3.7	Uses classroom management techniques that foster self-control and self-discipline.		
3.8	Promotes student willingness & desire to receive and accept positive & negative feedback.		
IV. DESIGNS/PLANS INSTRUCTION – The designs/plans instruction and learning climates that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge			
4.1	Focuses instruction on one or more of Kentucky’s student academic expectations		
4.2	Develops the student’s ability to apply knowledge, skills, and thinking processes		
4.3	Integrates skills, thinking processes, and content across disciplines.		
4.4	Proposes learning experiences that challenge, motivate, and actively involve the learner.		
4.5	Proposes learning experiences that are developmentally appropriate for learners. Describes experiences for multiple levels of complexity to accommodate students at different levels. . . .		
4.6	Incorporates strategies that address physical, social, and cultural diversity and shows sensitivity to differences.		
4.7	Establishes physical classroom environments to support the type of teaching & learning that is to occur.		
4.8	Includes creative and appropriate use of technology as a tool to enhance student learning.		
4.9	Includes appropriate assessment strategies and processes.		

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4.10	Includes comprehensive and appropriate school and community resources that support learning.		
4.11	Includes learning experiences that encourage students to be adaptable, flexible, resourceful, & creative.		
V. ASSESSES AND COMMUNICATES LEARNING RESULTS – The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
5.1	Uses multiple assessments and sources of data.		
5.2	Makes appropriate provisions for assessment process that address social, cultural, & physical diversity.		
5.3	Accurately assesses student performance using established criteria and scoring guides . . .		
5.4	Promotes student self-assessment & focuses student attention on <i>[moving]</i> to the next performance level.		
5.5	Systematically collects and analyzes assessment data and maintains up-to-date records of student progress.		
VI. DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY – The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.			
6.1	Operates multimedia computer & peripherals to install & use variety of software.		
6.2	Uses terminology related to computers & technology appropriately in written & verbal . . .		
6.3	Demonstrates knowledge of the use of technology in business, industry, & society.		
6.4	Demonstrates basic knowledge of computer/peripheral parts & attends to simple connections & installations.		
6.5	Creates multimedia presentations using scanners, digital cameras, & video cameras.		
6.6	Uses computer to do word processing, databases & spreadsheets, access email & Internet, make presentations, & other technologies to enhance professional productivity & instruction.		
6.7	Uses computers & other technologies (e.g., interactive instruction, a/v conference, & others). . .		
6.8	Requests & uses appropriate assistive & adaptive devices for students w/special needs.		
6.9	Designs lessons that use technology to address diverse student needs & learning styles.		
6.10	Practices equitable & legal use of computers & technology in professional activities.		
6.11	Facilitates the lifelong learning of self & others through the use of technology.		
6.12	Explores, uses, & evaluates technology resources: software, applications, & documentation.		
6.13	Applies research-based instructional practices that use computers & other technology.		

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6.14	Uses computers & other technology for individual, small group, & large group learning activities		
6.15	Uses technology to support multiple assessments of student learning.		
VII. REFLECTS/EVALUATES TEACHING/LEARNING – The teacher reflects on and evaluates specific teaching/ learning situations and/or programs.			
7.1	Accurately assesses, analyzes, & communicates effectiveness of instruction; makes changes to improve . . .		
7.2	Analyze/evaluate effects of learning experiences on individuals & class; changes to improve student learning.		
VIII. COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS – The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.			
8.1	Identifies/recognizes situations when collaboration w/others will enhance learning for students		
8.2	Articulates the purpose and scope of the collaborative effort.		
8.3	Articulates standards of each collaboration event (e.g., summary, next steps, persons responsible)		
8.4	Demonstrates . . . leadership/team membership skills that facilitate development of . . . goals.		
8.5	Demonstrates tolerance to alternative perspectives/options & encourages contributions from others . . .		
8.6	Demonstrates sensitivity to differences in abilities, modes of contribution, & social/cultural backgrounds.		
IX. ENGAGES IN PROFESSIONAL DEVELOPMENT – The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.			
9.1	Provides evidence of performance levels & articulates strengths and priorities for growth.		
9.2	Articulates professional development plan to improve own performance & expand teaching repertoire. . .		
9.3	Engages in relevant professional development activities and follows through with plan.		
9.4	Shows evidence of improvement in performance & of increased capacity to facilitate student learning.		
X. PROVIDES LEADERSHIP WITHIN SCHOOL/COMMUNITY/PROFESSION – The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.			
10.1	Identifies leadership opportunities that enhance student learning and/or professional environment of the school.		
10.2	Develops a plan for engaging in leadership activities.		
10.3	Implements a plan for engaging in leadership activities.		
10.4	Analyzes data to evaluate the results of planned and executed leadership efforts.		

