

**Rank I  
Secondary Education Portfolio**

Name: \_\_\_\_\_ SSN: \_\_\_\_\_

MA, 5th year major: \_\_\_\_\_ Minor: \_\_\_\_\_ Area: \_\_\_\_\_

Date Completed: \_\_\_\_\_

Currently teaching (Grade level/subject): \_\_\_\_\_

School/Location: \_\_\_\_\_

Steps to Complete:

1. Meet with your professional education program advisor to discuss your portfolio (i.e. content, format, length, etc.) and obtain proposal form and experienced teacher standards and guidelines.
2. Submit completed portfolio proposal to professional education advisor.
3. Upon approval, compile two complete portfolios and submit to Rank I exit committee at least one semester prior to program completion.
4. Schedule and successfully complete oral examination.
5. Submit Graduate Degree/Certification Form to the Graduate Office.

## Rank I Exit Portfolio

The Rank I exit Portfolio shall be word processed/typed and submitted in an appropriate binder. The document shall be composed of four parts:

1. Cover Page
2. Resume (2 pages maximum)
3. Teacher Standards Documentation - See attached form for examples
4. A two page summary critique in which the student reflects upon how this Rank I program has contributed to his/her meeting each of the Experienced Teacher standards. This critique may include both positive and negative comments, as well as recommendations for future improvements to the program.

A copy of the Portfolio including the critique component is to be submitted to each member of the Rank I Exit Committee. This shall be submitted at least two weeks prior to the scheduled oral exam.

Upon approval of the Portfolio, the oral defense of the portfolio shall be scheduled.

Upon successful oral defense of the portfolio, the committee shall recommend Rank I status for the student candidate.

### **Exception:**

If a student in the Rank I program is not currently teaching, an alternate but equivalent Rank I Exit Project must be planned and approved by the student's advisors.

## Rank I Portfolio Proposal

For each of the nine KEPSB Experienced Teacher Standards propose the type and format of documentation you will provide in the Rank I Exit Portfolio as evidence of meeting that standard and submit a copy to your advisor.

Standard 1 \_\_\_\_\_  
\_\_\_\_\_

Standard 2 \_\_\_\_\_  
\_\_\_\_\_

Standard 3 \_\_\_\_\_  
\_\_\_\_\_

Standard 4 \_\_\_\_\_  
\_\_\_\_\_

Standard 5 \_\_\_\_\_  
\_\_\_\_\_

Standard 6 \_\_\_\_\_  
\_\_\_\_\_

Standard 7 \_\_\_\_\_  
\_\_\_\_\_

Standard 8 \_\_\_\_\_  
\_\_\_\_\_

Standard 9 \_\_\_\_\_  
\_\_\_\_\_

Student Name \_\_\_\_\_ Phone: \_\_\_\_\_

Student Address \_\_\_\_\_

Signature \_\_\_\_\_

Date Submitted to Advisor \_\_\_\_\_ Date Approved \_\_\_\_\_

Date of Defense: \_\_\_\_\_ Approved ( ) Disapproved ( )  
Advisor: \_\_\_\_\_ (Professional Education)

Advisor: \_\_\_\_\_ (Specialization Area)

## Experienced Teacher Standards (Guidelines)

### Standard 1 Demonstrates Professional Leadership

Required:

1. Submit example of effective writing and/or speaking for classroom instruction or professional development.

Optional: Submit at least one of the following:

1.1, 1.2, 1.3, 1.5, 1.6, 1.7, 1.8, 1.9

### Standard 2 Demonstrates Knowledge of Content

Required:

1. Document how you are implementing a cross disciplinary component in your instruction.
2. Document how you are designing/redesigning your instruction to account for differences in learning styles and ability levels.

Optional: Submit at least one of the following:

2.1, 2.2, 2.5, 2.6, 2.7, 2.8

Standard 3 The teacher designs/plans instruction that develops student abilities to use communications skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Required: The Rank I student shall design a course content outline which shall include the following:

Cover page: Title of Course, Grade Level, Student Name.

Introduction: Overview of course and justification for course inclusion in the curriculum.

Course Objectives: List all course terminal objectives.

Unit Outlines: For each unit in the course:

1. Number and name the unit
2. List the unit objectives.
3. Outline the major concepts/skills to be taught for acquisition of each objective.
4. Relate the objectives and concepts/skills to KERA goals and academic expectations.

Evaluation: For the course:

1. Describe the methods to be used to measure student performance.
2. Provide a scale for determining student grades.
3. Provide a copy of the course comprehensive final exam.

Acquisition standards: (Optional) The Rank I student shall provide evidence of meeting any one of the following performance criteria: 3.6, 3.7, 3.8, 3.10, 3.11, 3.12

Standard 4: 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.

**Required:** Teacher portfolio includes examples of ways the teacher creates learning environments. This would include a lesson plan and reflection which shows flexibility and modification of classroom processes and instructional procedures as the situation requires, group and individual inquiry procedures, and modifications for student differences. A second component requirement would be an observation report indicating ways the teacher communicates and challenges students, fosters student self-control and self-discipline, and maintains standards of respectful classroom interaction.

**Example:** Math teacher includes a lesson plan which shows students working in groups with specific tasks to solve a real life math problem. This plan could identify ways to accommodate for individual differences. The follow up would be a written reflection on how and why changes were made to modify to meet the needs of the situation.

The observation could be a written evaluation by a peer, administrator, or other responsible person of an actual teaching experience; or a video of classroom activities which demonstrate the typical classroom climate.

**Optional component:** Teacher portfolio includes examples of material and equipment organization and use of technology to create and maintain a positive learning environment.

**Example:** The teacher includes a diagram or photographs of room and lesson plans, or activities which include appropriate technology.

Standard 5: Implements/Manages Instruction

**Required:**

1. As an experienced teacher you have developed and taught various lessons to complete this task you must:
  - a. Write instructional objectives (according to Mager or Gronlund) in
    1. two cognitive areas (according to Bloom's Taxonomy)
    2. one affective area (according to Bloom's Taxonomy)
    3. two psychomotor areas (according to Harrow or Simpson)
  - b. Develop a lesson to present to the committee (no more than 30 minutes) incorporating at least one KERA goal. This lesson should include effective teaching strategies, such as using various levels of questioning to stimulate thinking.

- c. Develop a short performance assessment based on your objectives and lesson. This assessment should include, for example, knowledge as well as application questions. Do not limit yourself to a multiple choice test. You must provide a scoring rubric with this assessment.

Optional:

2. Part of KERA is to promote team building and enhance students' problem solving.
  - a. This task will require you to develop a cooperative learning task for a unit with the specific intent of promoting problem-solving skills.
  - b. In doing this you must write at least one instructional objective (according to Mager or Gronlund) in one of the three Domains of learning; i.e. Cognitive, Affective, Psychomotor.
  - c. You must also develop a plan to assess the students' performance, which should be based on your objective(s), and which should include a scoring rubric.
  - d. You will present this unit before the committee:

Standard 6: 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.

Required:

Teacher portfolio includes examples of teacher-made assessments demonstrating various forms of assessment such as: open-ended questions, performance events, portfolio entries, student projects, and other authentic assessments. Portfolio includes scoring guides/rubrics to accompany assessments in 6.1. An explanation is provided of concurrence with Ky scoring guides.

Example: Social studies teacher includes copy of mid-term exam with open-ended questions and includes scoring rubric and explanation of how the rubric relates to Ky Transition Test scoring guide.

Optional:

Teacher portfolio includes example of student data collection and maintenance.

Example: Health teacher includes copy of print-out from computer maintained/generated class grade book.

Standard 7:

1. Writes personal "Theory of Learning, Instruction, or Motivation". Integrates personal experiences, practices and beliefs with current theory and research in education
2. Writes Personal Reflection Paper addressing the following:
  - a. how their beliefs have changed regarding education from 1st year to now.

- b. how their practices (instruction, assessment, etc.) have changed from beginning of career to now and why.
- c. how their Rank I program has impacted their beliefs and practices.

Standard 8:

- 1. Establishes/participates in parent involvement programs/activities for school or own students.
- 2. Collaborates on multidisciplinary unit with other teachers - provides summary of content area(s), activities, assessments used.
- 3. Collaborates with local business or community groups on projects directly impacting the school.

Standard 9:

The teacher evaluates own performance in relation to Kentucky's learner goals and implements a professional development plan.

Required:

Teacher portfolio documents relationship of professional growth/improvement plan to specific student performance goals.

Example: A science teacher notices that students are performing very poorly on tasks requiring computation of fractions. She includes a component on her growth plan to obtain a "fractions" calculator over the summer and develop a course component to include in science class.

Optional:

Teacher portfolio includes growth/improvement plans from multiple years with documentation relating growth plans to student progress.

Example: An English teacher includes growth plan from 3 years which show changing needs related to student performance and resulting changing growth plans.