

## National Board of Professional Teaching Standards Portfolio Artifacts/Evidence

### Standard 1. Educators are committed to students and their learning.

- 1.1 Educators recognize individual differences in their students and adjust their practice accordingly.
- 1.2 Educators have an understanding of how students develop and learn.
- 1.3 Educators treat students equitably.
- 1.4 Educators' mission extends beyond developing the cognitive capacity of students.
- 1.5 Educators affirm the commonalities and differences of students and all humans.\*

<p>1.1 Examples:</p> <ul style="list-style-type: none"> <li>-learning styles tests</li> <li>-eliminate test items for accommodations</li> <li>-various teaching modalities (visual, auditory, etc.)</li> <li>-I.E.P.'s w/ modifications</li> <li>-quizzes</li> <li>-modify classroom organizations</li> <li>-self paced curriculum</li> <li>-modified assignments</li> <li>-lesson plans</li> <li>-student work samples</li> <li>-pictures of hands-on learning</li> <li>-movement activities</li> <li>-ESL materials</li> <li>-GAT materials</li> <li>-changing lecture format</li> <li>-assessment methods</li> <li>-note from parents</li> <li>-signing book</li> <li>-multiple intelligences</li> <li>-multi-media</li> </ul>	<p>1.2 Examples :</p> <ul style="list-style-type: none"> <li>-understanding of child development</li> <li>-picture of the class doing something age appropriate</li> <li>-seating arrangement</li> <li>-checklist</li> <li>-student/teacher conferences</li> <li>-learning styles test scores</li> <li>-family background survey</li> <li>-use of manipulatives</li> <li>-age appropriate materials</li> <li>-workshops</li> <li>-master teacher pamphlets</li> <li>-articles</li> <li>-group work alternative texts</li> <li>-field trips</li> <li>-different tests</li> <li>-KWL charts</li> <li>-picture of you at their height level</li> <li>-brain research</li> <li>-assessment tools</li> <li>-pictures</li> <li>-learning centers</li> </ul>	<p>1.3 Examples:</p> <ul style="list-style-type: none"> <li>-accessibility to all students</li> <li>-student charts</li> <li>-title IX inclusion (ESL)</li> <li>-mid-quarter evaluation to everyone</li> <li>-random rewards</li> <li>-parent-teacher conferences</li> <li>-weekly letter</li> <li>-newsletters</li> <li>-passes in/out of class</li> <li>-posted classroom rules</li> <li>-assignments written on the board</li> <li>-aids in classroom</li> <li>-non-bias grouping/seating</li> <li>-rules/consequences</li> <li>-computer time (rotation)</li> <li>-survey of students</li> <li>-explanation of how to do it with pictures</li> <li>-codes instead of names</li> <li>-classroom chores-helpers</li> <li>-scheduling leaders</li> <li>-copy of classroom rules</li> <li>-student rule survey</li> <li>-student behavior work habit chart</li> <li>-calling on students keeping in mind being gender fair</li> <li>-high expectations of all students</li> <li>-examples of student work</li> <li>-articles of being equitable</li> </ul>	<p>1.4 Examples:</p> <ul style="list-style-type: none"> <li>-social skills activities</li> <li>-journaling</li> <li>-prime time</li> <li>-emotional time</li> <li>-I statements</li> <li>-S.T.E.T. book</li> <li>-worksheet</li> <li>-use setting outside of classroom</li> <li>-brochures of field trips</li> <li>-thank you notes from parents</li> <li>-coaching/extra curricular</li> <li>-youth groups</li> <li>-project tomorrow</li> <li>-mentor</li> <li>-home visits</li> <li>-outside activities</li> <li>-community/youth/church volunteers</li> <li>-hands-on</li> <li>-plays</li> <li>-games</li> <li>-body mapping</li> </ul>	<p>1.5 Examples:</p> <ul style="list-style-type: none"> <li>-global perspective</li> <li>-multi cultural</li> <li>-special needs</li> <li>-speakers, field trips, curriculum, etc., to teach multi cultural awareness</li> <li>-cultural study of holidays</li> <li>-Martin Luther King Day activities</li> <li>-Special Olympics</li> <li>-food shelf drive</li> <li>-student work</li> <li>-class pictures (cultural)</li> <li>-student surveys</li> <li>-bulletin boards/student of the week/What's Mathematical about you? Answer all questions in a #.</li> <li>-show and tell</li> <li>-social worker coming and doing Project Charlie</li> </ul>
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**Standard 2. Educators know the subjects they teach and how to teach those subjects to students.**

- 2.1 Educators appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.
- 2.2 Educators command specialized knowledge of how to convey a subject to students.
- 2.3 Educators generate multiple paths to knowledge.
- 2.4 Educators use instructional technology effectively.\*

<p>2.1 Examples:</p> <ul style="list-style-type: none"> <li>-combine math &amp; reading through literature (“The Door Bell Rings”)</li> <li>-linking English &amp; Spanish grammar concepts</li> <li>-workshops</li> <li>-team teaching</li> <li>-internet units</li> <li>-inter-disciplinary activities/teaching</li> <li>-whole language</li> <li>-organized activities</li> <li>-team teaching &amp; brochures</li> <li>-lessons including other subjects</li> <li>-photos</li> <li>-work examples</li> <li>-cross disciplinary units</li> <li>-unit on history of math</li> <li>-newspaper articles</li> <li>-workshop info on linking your area with others</li> </ul>	<p>2.2 Examples:</p> <ul style="list-style-type: none"> <li>-specialized vocabulary</li> <li>-vocabulary concentration game</li> <li>-attending workshops</li> <li>-pictures</li> <li>-handouts</li> <li>-specialized lessons</li> <li>-documentation of training</li> <li>-pictures</li> <li>-videos</li> <li>-samples of student work</li> <li>-transcript</li> <li>-licensure</li> <li>-conferences</li> <li>-copy of workshop brochure you attended</li> <li>-magazine articles</li> <li>-internet sources used</li> <li>-workshops</li> <li>-brochures</li> <li>-pictures of you teaching</li> <li>-modify levels of difficulty of subject for individual students</li> </ul>	<p>2.3 Examples:</p> <ul style="list-style-type: none"> <li>-manipulatives</li> <li>-games</li> <li>-modification of lessons</li> <li>-learning styles</li> <li>-pictures</li> <li>-videos</li> <li>-games</li> <li>-computer</li> <li>-pattern books</li> <li>-multiple learning styles</li> <li>-discovery</li> <li>-surveys</li> <li>-pictures of living bar graph</li> <li>-reading a book, acting it out</li> <li>-using internet</li> <li>-pictures of you teaching</li> <li>-pictures of groups</li> <li>-testing</li> <li>-lesson plans</li> <li>-pictures</li> <li>-examples of using varied teaching activities for one concept</li> </ul>	<p>2.4 Examples:</p> <ul style="list-style-type: none"> <li>-interactive programs dissections (science) reading (mouse a cookie)</li> <li>-CD ROM’s</li> <li>-internet</li> <li>-handouts</li> <li>-bibliography of software</li> <li>-kid pix handouts</li> <li>-student work</li> <li>-computers</li> <li>-pictures</li> <li>-students work</li> <li>-overheads</li> <li>-audio’s</li> <li>-videos</li> <li>-music</li> <li>-art</li> <li>-Power Point</li> <li>-spread sheets</li> <li>-pictures of students using computer</li> <li>-sample of students computer work</li> <li>-pictures using TV &amp; VCR</li> <li>-computer software</li> <li>-slides</li> </ul>
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**Standard 3. Educators are responsible for managing and monitoring student learning.**

- 3.1 Educators call on multiple methods to meet their goals.
- 3.2 Educators facilitate learning in group settings.
- 3.3 Educators focus on student engagement.
- 3.4 Educators regularly assess student progress.
- 3.5 Educators emphasize principle/critical objectives.

<p>3.1 Examples:</p> <ul style="list-style-type: none"> <li>-lesson plans</li> <li>-student work</li> <li>-group cooperative learning pictures</li> <li>-teach to learn styles-examples: audio, video, group discussions, jig saws</li> <li>-group projects/setting</li> <li>-guest speakers</li> <li>-field trips</li> <li>-manipulatives</li> <li>-connections to business community (real world)</li> <li>-pictures</li> <li>-samples of student work</li> <li>-diverse assessment tools</li> <li>-grad standards projects</li> <li>-lecture</li> <li>-cooperative groups</li> <li>-jig sawing</li> <li>-field trips</li> <li>-technology-computer print outs</li> <li>-tests</li> <li>-written work</li> <li>-checklist on student learning</li> <li>-audio taped tests</li> <li>-accelerated reading samples</li> <li>-tests</li> <li>-journals</li> <li>-sticker charts (b-mods)</li> </ul>	<p>3.2 Examples:</p> <ul style="list-style-type: none"> <li>-photos of groups</li> <li>-student work groups</li> <li>-learning teams/partner work</li> <li>-cooperative groups</li> <li>-classroom arrangements (pictures)</li> <li>-team building activities</li> <li>-pictures of group work</li> <li>-group work</li> <li>-projects</li> <li>-jig saw</li> <li>-fish bowl</li> <li>-photos of co-op groups</li> <li>-group student work handed in</li> <li>-group readings of 1, 2, 4 large group (photo)</li> <li>-study buddy sheep</li> <li>-vary group work: individual, small group, partners, whole group, etc.</li> <li>-science fair project</li> <li>-concerts</li> </ul>	<p>3.3 Examples:</p> <ul style="list-style-type: none"> <li>-list of classroom expectations/rules</li> <li>-check list</li> <li>-task list</li> <li>-participation points</li> <li>-group discussions</li> <li>-group evaluation</li> <li>-observations</li> <li>-pictures</li> <li>-placing responsibilities for certain activities on students shoulders</li> <li>-student scrapbooks/portfolios</li> <li>-student journaling</li> <li>-student as teachers-presenters-leaders</li> <li>-grad standards</li> <li>-constructivist classroom</li> <li>-student work</li> <li>-group work</li> <li>-student skits-pictures</li> <li>-pictures of cooperative groups</li> <li>-pictures of kids using manipulatives</li> <li>-newspaper pictures</li> <li>-sharing day</li> <li>-certificate</li> <li>-one minute open book test</li> <li>-coupons to earn a chance at prizes</li> <li>-tape of picture of reading aloud to the group</li> <li>-articles on parallel play</li> <li>-gym activities</li> <li>-a play in classroom</li> </ul>	<p>3.4 Examples:</p> <ul style="list-style-type: none"> <li>-examples of test/quizzes</li> <li>-grade book w/ names whited out or changed</li> <li>-mid-quarter reports</li> <li>-daily assignments</li> <li>-parent/teacher conferences</li> <li>-end of quarter report</li> <li>-copies of assessments</li> <li>-calendar of assessment schedule</li> <li>-checklists</li> <li>-grades</li> <li>-awards</li> <li>-certificates</li> <li>-caught being good</li> <li>-Rigby assessments</li> <li>-weekly letter</li> <li>-MAPS system</li> <li>-Grade Quick-comp programs</li> <li>-midterms</li> <li>-periodically having quizzes</li> <li>-extra worksheet to take home (for "FUN")</li> </ul>	<p>3.5 Examples:</p> <ul style="list-style-type: none"> <li>-lesson plans w/ objectives</li> <li>-photos</li> <li>-syllabus</li> <li>-expectations</li> <li>-unit planning</li> <li>-copy of district goals</li> <li>-curriculum guide/maps</li> <li>-class syllabus</li> <li>-grad standards</li> <li>-written evaluation</li> <li>-lesson plans</li> <li>-journaling</li> <li>-interdisciplinary teaching-samples of connecting objectives in one area to another</li> <li>-pay checks</li> <li>-interview administrators, others in school district to be aware of their perspective</li> </ul>
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**Standard 4. Educators think systematically about their practices and learn from experience.**

- 4.1 Educators regularly model ethically reasoned judgments as they engage in daily decision-making within their learning community.\*
- 4.2 Educators seek the advice of others and draw on education research and scholarship to improve their practice.
- 4.3 Educators make decisions based on knowledge of the historical, philosophical, and social foundations of education.\*

<p>4.1 Examples:</p> <ul style="list-style-type: none"> <li>-thank you notes from parents or students</li> <li>-reward system</li> <li>-tardy policy</li> <li>-documentation of ethical behavior</li> <li>-picture of boys/girls in one line</li> <li>-pictures of boys/girls dissecting in biology</li> <li>-education association</li> <li>-leadership roles</li> <li>-coaching activities</li> <li>-community/church leadership</li> <li>-discipline policy</li> <li>-reward stickers</li> </ul>	<p>4.2 Examples:</p> <ul style="list-style-type: none"> <li>-workshops taken</li> <li>-use of colleagues advice</li> <li>-mentor</li> <li>-workshop brochures</li> <li>-staff development</li> <li>-meeting agendas</li> <li>-grand writing</li> <li>-previous coursework</li> <li>-team minutes</li> <li>-grade level meetings</li> <li>-copy of masters program acceptance</li> <li>-ed credits</li> <li>-pictures</li> <li>-bibliography</li> <li>-poetry</li> <li>-journal articles</li> <li>-grad coach assistance</li> <li>-relicensure</li> </ul>	<p>4.3 Examples:</p> <ul style="list-style-type: none"> <li>-research articles</li> <li>-workshop info</li> <li>-agenda for workshops</li> <li>-biography of presenters</li> <li>-traditional roles</li> <li>-book-bibliography</li> <li>-vouchers</li> <li>-home schooling</li> <li>-other current trends</li> <li>-copies of IDEA &amp; 504</li> <li>-looping proposal</li> <li>-team teaching philosophy</li> <li>-samples of student work on activities that you have developed after researching the process</li> <li>-minutes for curriculum planning committee</li> <li>-district changes</li> <li>-articles, books</li> <li>-textbook changes</li> <li>-curriculum changes</li> <li>-grad standards</li> </ul>
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**Standard 5. Educators are members of learning communities.**

- 5.1 Educators contribute to school effectiveness by collaborating with other professionals.
- 5.2 Educators work collaboratively with parents and families.
- 5.3 Educators engage community resources to enhance learning.\*

<p>5.1 Examples:</p> <ul style="list-style-type: none"> <li>-team planning</li> <li>-grade level</li> <li>-assemblies</li> <li>-child study</li> <li>-TAT</li> <li>-SAT</li> <li>-504 meetings</li> <li>-committee work</li> <li>-team minutes</li> <li>-staff presentations done by you and others</li> <li>-curriculum writing</li> <li>-notes, agendas, minutes from meetings</li> <li>-workshops</li> <li>-staff development log</li> <li>-child study case</li> <li>-job alike group photo</li> <li>-staff development agendas</li> <li>-minutes of committee meetings</li> <li>-groups in education learning communities</li> <li>OEA professional assoc committees</li> </ul>	<p>5.2 Examples:</p> <ul style="list-style-type: none"> <li>-committees</li> <li>-communications</li> <li>-staffings</li> <li>-newsletters</li> <li>-assignment books</li> <li>-IEP's</li> <li>-conference materials</li> <li>-documentation of teacher/parent communication</li> <li>-letters/correspondence</li> <li>-parent log</li> <li>-photo of bagels &amp; books, students &amp; parents</li> <li>-conference letter, photo, newsletter</li> <li>-photos of guest readers</li> <li>-documentation of phone calls</li> <li>-midterm reports</li> <li>-letter from parents</li> <li>-invitations for parents to come to school</li> <li>-progress reports</li> <li>-parent volunteers</li> <li>-anything you receive from parents</li> <li>-PTA</li> <li>-parents come in to share careers</li> <li>-open house</li> <li>-volunteering for youth activities</li> </ul>	<p>5.3 Examples:</p> <ul style="list-style-type: none"> <li>-field trips</li> <li>-newsletters</li> <li>-fundraising</li> <li>-donations</li> <li>-coaching activities</li> <li>-PTA</li> <li>-library</li> <li>-booster clubs</li> <li>-library field trips</li> <li>-guest speakers</li> <li>-field trips</li> <li>-adopt a business</li> <li>-adopt a class</li> <li>-interest a day</li> <li>-ECSU</li> <li>-community speaker</li> <li>-DARE program</li> <li>-volunteers</li> <li>-shadowing program</li> <li>-use of public library</li> <li>-field trip photos</li> <li>-photos of meals on wheels</li> <li>-SWCD presentation</li> <li>-rest home trip photos of reading</li> <li>-safety city</li> <li>-green thumb</li> <li>-nursing home visits</li> <li>-school environmental centers</li> <li>-historical society</li> <li>-student work</li> <li>-newspaper</li> </ul>
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Adapted from Hinz, S. (Ed.). (2003). Granite Falls, MN: Yellow Medicine East School District.