

Assignment 10: Preservice Teacher Webpage Portfolio

Background: The State of Missouri has moved to certify teachers and teacher education programs on the basis of competencies as documented and exemplified by a Preservice Teacher Portfolio. Truman State University has decided to make this an electronic portfolio using web technology (though the portfolios themselves will generally be on zip discs or CD's rather than on the web). Accordingly, your Psychological Foundations class will involve you in creating a webpage portfolio that demonstrates the required competencies. This means that it is your responsibility to demonstrate that you have met the competencies through authentic products and performances--not just exams and quizzes.

Objective: Learn how to create an electronic preservice teacher portfolio and initiate the process by providing evidence and writing reflections on how you have met four quality indicators which are addressed in ED593. (When you are asked to complete a portfolio in order to receive your teaching, counseling, or speech pathology certification, you will, of course, have to address all ten quality indicators. For this assignment, we are addressing only the four cited below.

Portfolio Assignment: Each person will create an electronic teacher portfolio that will serve as a model for the portfolio required by the State of Missouri for all preservice teachers, counselors, and speech pathologists receiving certification. The portfolio will consist of:

1. The State of Missouri template of teacher quality indicators.
2. Links from the following four quality indicators to reflections and evidence demonstrating how you have met these indicators in ED593:
 - 1.2.2 Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. [e.g. your work with Piaget, Kagan, Kawelti]
 - 1.2.3 Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. [e.g., your work with MBTI, von Oech, Glasser, Kagan]
 - 1.2.5 Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. [e.g., your work with meta-cognition, Kagan, Kawelti, Glasser]
 - 1.2.6 Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation. [e.g., your work with MBTI, Kagan, Kawelti, Glasser]

Note: As you reflect on evidence that shows you have met the competencies for 1.2.2., 1.2.3, 1.2.5, and 1.2.6, you should address the overarching questions we have addressed in this class:

How can we create classrooms that are exciting places to be? How can we create learning experiences that will be in our and our students' world of desires?

Reflections should be explicit explanations of how the evidence demonstrates the competences.

Evidence may be any physical documents (including the iMovies) which you created for the class.

Refer to examples on the class webpage from previous semesters to gain view examples of the template, of reflections, and of evidence. Reviewing the class webpage is the quickest and least painful way of developing an understanding of the preservice portfolio.

Note: A piece of evidence may be used to show competency in one, two, three, or all four of the quality indicators which you are asked to address.

_____ Score Comments:

Rubric for Assignment 10

_____ 1.2.2 Understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students. [e.g. your work with Piaget, Kagan, Kawelti]

_____ Working link to Reflection

_____ Convincing reflection demonstrating how the items of evidence show you have met the competency

_____ Return link to template

_____ Working link to evidence (at least two items)

_____ 1.2.3 Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. [e.g., your work with MBTI, von Oech, Glasser, Kagan.

_____ Working link to Reflection

_____ Convincing reflection demonstrating how the items of evidence show you have met the competency

_____ Return link to template

_____ Working link to evidence (at least two items)

_____ 1.2.5 Uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. [e.g., your work with meta-cognition, Kagan, Kawelti, Glasser]

_____ Working link to Reflection

_____ Convincing reflection demonstrating how the items of evidence show you have met the competency

_____ Return link to template

_____ Working link to evidence (at least two items)

_____ 1.2.6 Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement, and self-motivation. [e.g., your work with MBTI, Kagan, Kawelti, Glasser]

_____ 1. Working link to Reflection

_____ 2. Convincing reflection demonstrating how the items of evidence show you have met the competency

_____ 3. Return link to template

_____ 4. Working link to evidence (at least two items)

_____ 5. Quality evidence

5 = professional quality, a model answer

4 = meets the criteria

3, 2 = needs work

0, 1 = unacceptable

Note 1. Each quality indicator will be given a score between 0 and 5 based on the overall quality of the reflection, evidence, and working links. Links that do not work will, since they prevent the reader from viewing the material, will result in a low score, regardless of the quality of the material.

Note 2. The sub-items numbered 1-5 will be used as a checklist.