

Portfolio Guidelines

All professional employees hired by Intermediate Unit 1 must complete a professional portfolio for induction by the third year professional development presentation date.

The Classroom Teacher Effectiveness Evaluation System for professional employees holding instructional certificates has been implemented as of July 1, 2013. The teacher observation/evidence practice model is the Danielson Framework for Teaching. There are four Domains in the Danielson Framework and those categories will guide the development of this portfolio for all Intermediate Unit 1 employees. The Danielson Framework identifies critical competencies that new educators must possess and categorizes them into four key areas:

- ☐ Domain 1: Planning and Preparation
- ☐ Domain 2: The Classroom Environment
- ☐ Domain 3: Instruction
- ☐ Domain 4: Professional Responsibilities

The induction portfolio is designed to showcase your professional competence in these four domain areas. You are required to include a minimum of three pieces of evidence per domain (a total of 12) to show that you have met or exceeded the competencies described. Please organize your portfolio as follows:

1. Professional Profile Page
 - a. Name
 - b. School District
 - c. Area(s) of Certification
 - d. Current Professional Assignment (grade/title)
 - e. # of Years in Current Position
 - f. Other Certified Positions Held
 - g. Extracurricular/Supervisory Duties
 - h. Special Accomplishments/Honors
 - i. "Get to Know the Educator" Statements (1 paragraph minimum per topic below)
 - i. What I Chose My Profession
 - ii. My Professional Aspirations
 - iii. My Plan for Continued Professional Growth
2. Domain 1 Professional Responsibilities: Planning and Preparation
 - a. Evidence #1 and Reflective Statement
 - b. Evidence #2 and Reflective Statement
 - c. Evidence #3 and Reflective Statement
3. Domain Two: The Classroom Environment
 - a. Evidence #1 and Reflective Statement
 - b. Evidence #2 and Reflective Statement
 - c. Evidence #3 and Reflective Statement
4. Domain Three: Instruction
 - a. Evidence #1 and Reflective Statement
 - b. Evidence #2 and Reflective Statement
 - c. Evidence #3 and Reflective Statement
5. Domain Four: Professional Responsibilities
 - a. Evidence #1 and Reflective Statement
 - b. Evidence #2 and Reflective Statement
 - c. Evidence #3 and Reflective Statement

Each artifact **must** be accompanied by a reflective statement (1-2 paragraphs) that addresses:

1. Rationale for inclusion of the evidence
 - ☐ Why you chose that piece of evidence
 - ☐ Which competencies you feel it represents
2. Statement regarding professional growth
 - ☐ What have you learned through this piece of evidence
 - ☐ How did you grow professionally from this piece of evidence

Guiding Questions for the Selection of Portfolio Artifacts Representative of Danielson's Four Domains

The following questions may guide the selection of evidence for your portfolio.

Domain 1: Planning/Preparation

What artifacts can I include to show that I...?

- Am familiar with the content I teach
- Plan for the use of effective methodology
- Attend to prerequisite skill requirements in the planning process
- Account for knowledge of my students when planning for instruction (e.g., age group characteristics, preferred learning styles, levels of preparedness, learning strengths/needs, personal interests, cultural heritage)
- Can formulate instructional goals that
 - are aligned with academic standards
 - functionally relevant to students' lives
 - measurable and stated with clarity
 - suitable for students with diverse learning needs
- Select evaluation methods that coincide with instructional objectives
- Utilize quality resources for both teachers (instructional) and students (learning)
- Can design cohesive, long-range instructional units
- Utilize assessment in the planning process to
 - determine readiness levels
 - identify learning strengths/needs
 - inform future instruction

Domain 2: Classroom Environment

What product(s) could represent my ability to...?

- Encourage warm, respectable interactions in the classroom
- Create a culture of learning that inspires students to perform at their best and to take pride in their work
- Employ effective classroom management procedures that ensure
 - smooth transitions
 - orderly dissemination/collection materials and supplies
 - effective supervision/use of volunteers and paraprofessionals
- and manage student behavior using a proactive, positive approach
- Address disciplinary problems using tactics that preserve students' dignity and foster behavioral reform
- Organize physical space in ways that ensure
 - the environment is safe and conducive to learning
 - students and teachers can navigate around the room with ease
 - resources, materials, and technology are physically accessible

Domain 3: Instructional Delivery

What could I include to demonstrate that I...?

- Communicate information clearly and accurately
- Utilize effective questioning and discussion techniques
- Actively engage students in teaching-learning exchanges
- Provide useful feedback to students in a timely manner
- Monitor and support students' efforts to internalize and apply constructive feedback
- Exercise flexibility and patience
- Adjust pacing and planned activities as needed
- Provide responsive accommodations

Domain 4: Professionalism

What artifact(s) could serve as evidence that I...?

- Function in a reflective capacity
- Continually evaluate the effects of my professional decisions
- Work to maintain behaviors/procedures that work well
- Make efforts to enhance practices that warrant improvement
- Maintain accurate, current records on students (e.g., homework completion, data on progress)
- Communicate effectively with families to
 - provide information re: educational programming and activities
 - keep parents updated on progress
 - convey information re: student successes and difficulties
 - solicit family involvement in school functions/programs
- Actively contribute to the school and/or district by
 - serving students/parents in a voluntary capacity
 - taking on extracurricular duties
 - fulfilling committee responsibilities
 - interacting with colleagues in a productive manner
 - participating in building and district-wide projects/programs
- Participate in activities that enable growth and professional development
 - attend conferences or workshops
 - conduct professional readings
 - share expertise/ideas with colleagues
 - make professional presentations
 - complete educational coursework
- Demonstrate professionalism in actions and interactions

For questions and support about the portfolio process, please contact:

Ronald Gallagher,
Supervisor of Curriculum

724-938-3241 ext. 230

Ronald.Gallagher@iu1.org

Supervisors may also help with the identification of acceptable evidence.