
ProTeach Portfolio Examples

Entry 1, Textbox 1.2.2

Below is an example of a written response to Textbox 1.2.2 as excerpted from the portfolio of a candidate. The candidate response was not corrected or changed from what was submitted. This response was scored at the Criterion Met/Exceeds Criterion Level. At a later date, a response for the Criterion Not Met/Criterion Partially Met Level will be provided. This information is being provided for illustrative purposes only.

This excerpt is not a template for candidates to use to guarantee a successful score. Rather, it is an example that candidates can use for comparison purposes to see the kinds of evidence that they may need to add to their own work.

Suggestions for Use

After writing your own rough draft response to the guiding prompts, ask the question, “which parts of these examples are closest to what I have written?” Then read the 4 levels of the matching rubric (labeled with the textbox number) and decide which best matches your response. Use this information as you revise your own written commentary.

Lastly, using your work and/or these examples as reference, consider what you believe would be appropriate artifacts for this textbox.

Entry 1

Textbox 1.2.2

Standard 2: A successful candidate for the professional certificate shall demonstrate the knowledge for professional development by:

Criterion b: Using professional standards and district criteria to assess professional performance and plan and implement appropriate growth activities.

Rubric – Criterion Met Level:

- Evidence indicates clear and effective correlation between the proposed professional growth activities and specific new learning as documented in the timeline.

Entry 1
Textbox 1.2.2 - Example
Criterion Met/Exceeds Criterion Level

Activities 1-3 are based on focus goal #1: To demonstrate a higher level of participation and collaboration in school improvement activities and making more contributions to collegial decision-making by becoming more involved with our schools ILT (based on Standard 3, Criterion b).

Professional Growth Activity #1: Research the Optimal Learning Model
Started: 3/5 Completed: 3/12

As I researched the Optimal Learning Model, the model adopted by my school to improve student learning, I realized this model is highly effective in the subject area of physical education. The first phase of the Optimal Learning Model is Demonstration. The focus of the Demonstration Phase has to do with the teacher's role (initiates, models, explains, thinks aloud, shows how), student's role (listens, observes, limited participation) and environment (resources on walls, teacher work displayed). Realizing that every lesson I teach includes demonstration, I have become more aware being very intentional about being responsible for my role and teaching my students how to responsibly take on their roles.

Professional Growth Activity #2: Research strategies used by my colleagues to teach the Demonstration Phase of the Optimal Learning Model.

Started: 3/14 Completed: 3/15

I met with several of my fellow teachers to discuss strategies that they use to teach the Demonstration Phase of the Optimal Learning Model.

Professional Growth Activity #3: Create guidelines (routines) regarding the Demonstration Phase of the Optimal Learning Model.

Started: 3/17 Completed: 3/19

After completing my research and collaborating with my colleagues, I was able to create a set of guidelines that I will use to implement the Demonstration Phase of the Optimal Learning Model.

Activities 4-6 are based on focus goal #2: To demonstrate cultural sensitivity in teaching and in relationships with students, families and community members (based on Standard 1, Criterion e).

Professional Growth Activity #4: Research Culturally Responsive Teaching

Started: 4/1 Completed 4/7

As I researched what it means to be a culturally responsive teacher, I found it very inspiring! The impact that it has on student learning is incredible. According to Geneva Gay (Teacher's College Press 2000), a significant factor behind the poor academic achievement of low-income and ethnic minority students, is the discontinuity between their home cultures and school. If teachers are able to draw on the cultural strengths of their students, making it relevant, they will more effectively meet the needs of their students.

Textbox 1.2.2 – Example Criterion Met/Exceeds Criterion Level (continued)

Professional Growth Activity #5: Research how to create a culture of inclusion within my classroom.

Started: 4/8 Completed 4/15

I researched information regarding the importance of creating a culture of inclusion for all of my students in order to make their learning relevant and effective.

Professional Growth Activity #6: Investigate and create supplemental materials that can be used to create a culture of inclusion.

Started: 4/20 Completed: 4/25

Activities 7- 9 are based on focus goal #3: To remain current in the subject area of physical education and health with the focus on elementary curriculum (based on Standard 2, Criterion c).

Professional Growth Activity #7: Research activities that focus on the themes within our district.

Started: 4/25 Completed: 5/1

I went through our district's curriculum website and began using alternate resources to further investigate the themes presented by the district. One activity that I found particularly interesting was a new sport called Sport Stacking. This is a theme that is listed in our curriculum so I decided to further investigate.

Professional Growth Activity #8: Research Sport Stacking

Started: 5/1 Completed: 5/5

Because it is listed in our district's curriculum, I knew that it would be an appropriate practice. Although Sport Stacking can be applied at all levels, I found that it was very beneficial for elementary learners because it's focus is eye-hand coordination, a skill that is necessary to become proficient in nearly all other skills.

Professional Growth Activity #9: Create, teach and assess the Sport Stacking unit.

Started: 5/10 Completed: 5/20

This was a skill that I feel is very beneficial to elementary learners and was relevant to all of my students because of the essential elements required.

Entry 1
Textbox 1.2.2 - Example
Criterion Not Met/Criterion Partially Met Level

Professional Growth Activities Timeline

PBL Introduction-September 20th to September 30th

This involved teachers learning the major steps of PBL and how to apply them. The result of this helped us modify/design curriculum to promote critical thinking skills.

Helping students organize-October 18th to October 29th

The PBL process is very individualized and requires students to become organized in what they do. This organization makes student more aware of where they are with their learning goals.

Project plan design-November 15th to November 22nd

How to develop/design a plan for a project using a staff generated form.

Learning targets-January 10th to Jan 13th

The second step in designing an individualized project. Helping students identify their learning and put it in writing that will later be used to check for understanding of learning goals.

Fostering student interest-January 17th to January 21st

This was an intentional focus on how to increase student interest in school. A variety of avenues were used in helping students become more involved in their education. This will place them in a position they can begin to think critically.