ProTeach Portfolio Examples
Entry 1, Textbox 1.5.2

Below are 2 examples of written responses to Textbox 1.5.2 as excerpted from the portfolios of 2 different candidates. The candidate responses were not corrected or changed from what was submitted. One response was scored at the Criterion Met/Exceeds Criterion Level and the other response was scored at the Criterion Not Met/Criterion Partially Met Level. This information is being provided for illustrative purposes only.

These excerpts are not templates for candidates to use to guarantee a successful score. Rather, they are examples 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 1.5.2

Standard 3: A successful candidate for the professional certificate shall demonstrate professional contributions to the improvement of the school, community and the profession by:

Criterion b: Participating collaboratively in school improvement activities and contributing to collegial decision-making.

Rubric – Criterion Met Level:
• Evidence of clear and effective collaboration with other professionals including colleagues in school improvement activities.
• Evidence of clear and effective impact of collaboration on student learning.
### District Report Card Committee

Our district’s improvement plan includes alignment of the common core standards and report cards. As the kindergarten representative, my role is to inform my colleagues on the standards based grading policies and to develop report cards and rubrics. We need to align our assessments with the standards to decrease learning gaps. We will meet to develop the report cards and rubrics to meet the common core standards until all subject areas are completed. Students will benefit from our instruction aligned with the state requirements.

### Mentor Teacher

Due to budget cuts, teachers were shifted to different buildings within the district. A fifth grade teacher was moved to kindergarten. I was assigned by the building principal to assist her in all areas of the day. We collaborate daily about lessons, behavior, expectations, and kindergarten skills. This benefited her students by giving her the skills needed to teach the required kindergarten curriculum.

### Developing Math Curriculum

Last year, for our school improvement, we developed one quarter of math curriculum based on the common core standards. The current adopted curriculum left too many gaps to be aligned with the common cores. To accompany our lessons, we developed math stations a more hands-on approach to student learning. This benefited the students by allowing them to explore math concepts with a partner using manipulatives and math vocabulary. They learned new ideas and vocabulary from their peers.

### Weekly Para Meeting

In alignment with the school goals, meet with Para Educator to discuss student progress in Title groups. Students determined by data were pulled to receive additional assistance in letter and number identification. Student scores increased from knowing 5 or 6 letters to 24 to 26 letters. The time to collaborate with my Para Educator allowed us to discuss students’ specific skills and change mini-lessons to help each child meet their goals. Students benefited from the small group instruction by getting the extra needed time needed to increase basic skills.

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### Entry 1

**Textbox 1.5.2 - Example**

**Criterion Not Met/Criterion Partially Met Level**

I work collaboratively on the Theme team, and our school’s theme this year happens to be collaboration. We worked together to bring a group of artists, Playing for Change, who collaborate and perform around the world to spread international music and music education. We developed a handout to kick off our integrated theme, and all grade levels used this document to guide planning of integrated units.
Textbox 1.5.2 – Example
Criterion Not Met/Criterion Partially Met Level
(continued)

This makes a great impact on student learning in my school as most of the projects they complete in their Core classes are collaborative efforts. We design our interdisciplinary art projects at weekly meetings for Grades 11-12, and five students participate as well. In fact, it was student input that led us to combine the last two papers for the culminating project, combining “Final Fundamental Questions” with a Self-assessment.

As part of professionals in a learning community, we encouraged faculty to work together and collaborate. I tried to set an example by working with the photography teacher at our school. Students were asked to put together a narrative film comparing problems from the Great Depression to the Great Recession of recent years. [sample10_digital_narrative.doc] A sample My colleague and I mixed groups among our classes and students wrote narratives to accompany both historical photography and their original photos.

As we shared out the films (“digital narratives”), students reflected in their own notes about both historical learning, and technical learning regarding photography and movie making. Students shared these notes verbally, and they showed evidence of both technical film making knowledge and knowledge about making connections historically.

For a two years, I met with the site-based team of “Key Communicators” in my building, but I allowed other colleagues a chance to represent my teacher team.