ProTeach Portfolio Examples
Entry 2, Textbox 2.3.2

Below are 2 examples of written responses to Textbox 2.3.2 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 2
Textbox 2.3.2

Standard 1: A successful candidate for the professional certificate shall demonstrate the knowledge and skills for effective teaching which ensure student learning by:

Criterion e: Demonstrating cultural sensitivity/competence in teaching and in relationships with students, families, and community members.

Rubric – Criterion Met Level:
• Evidence demonstrates adequate and effective strategies used to foster students’ respect for diversity.
In order for students to open up and feel comfortable about sharing their ideas and thinking, they need to feel safe and accepted. We spend a lot of time especially at the beginning of the year learning about each other through questionnaires, games, and socializing during group work time.

Every week we have a superstar student that fills out and shares a poster about themselves. They sit at the superstar desk throughout the whole week. On Monday they share their poster. [superstar2.jpg] On Tuesday they get to bring in their favorite book to share with the class. On Wednesday, their parents send in a letter that tells about them and what makes them unique and individually different from each student. I read the letter out loud to the class. This letter is very special to the superstar student because it is a letter about why they are special. Parents write about what their child does well in or they tell a story about the child. [conference_letter.JPG] Through these letters our class has learned about a student that takes piano lessons, a student that reads the dictionary to learn English, a student that takes acting classes, and a student that is learning a second language. We would have never have known these things if it weren't written in the letter. On Thursday the superstar gets to bring in 5 items that represent them, and on Friday the superstar invites their family members to lunch and the class makes them a poster.

This year we celebrated Christmas around the world. This gave students the opportunity to celebrate their individual differences. We studied about holiday traditions around the world, but what made this interesting was we got to learn about all of the holiday traditions that are celebrated in our classroom. On student celebrated Hannukah and brought in a dreydl. After the kids learned how the game was played they made their own dreydl's and played in teams. We had another student bring in a Kinara because their family celebrated Kwanzaa. The students learned about what each candle meant and what the Kinara represented. While talking about Christmas in the United States we had a student that didn't know what a candy cane was. The Christmas around the world lesson gave all students the opportunity to share about their traditions, and the kids learned so much from each other. Each student was so excited to share about their traditions and all students gained a respect for others cultures and were able to see that everyone is diverse and they do things a little bit differently. [CATW_reflection.JPG]
Entry 2
Textbox 2.3.2 - Example
Criterion Not Met/Criterion Partially Met Level

One of my students comes from a family where Spanish is the first language in the home. This child is an excellent reader but struggles with both the act of physically writing as well as with getting her ideas down using correct English. I encourage her to write her stories as she tells them to me, even when they may have errors in grammar or spelling, and I praise her for her great ideas. [ELL_Student_Writing.pdf] Since her mother was a teacher in Mexico, I have invited the mother to come in and talk with our class. I also have had conversations with our district ELL supervisor about the family. The supervisor has acted as a liaison between the family and me. She has helped explain to the parents where the child is in subject areas as well as what the parents can do to help at home.

We have three students who speak Spanish as their first language. During different times of the day, we have one of these students say the Spanish word for the English word we have just said. This is especially meaningful during our calendar time. One of the Spanish speaking students will say the month in Spanish, and then we all practice saying the word. She also loves to read and pronounce other Spanish words for us when we encounter them. Since I have a wide range of abilities with both first and second graders in one class it is important to let my class know that students will be working at different levels in their subjects but that we are all working to improve and grow.

To foster respect for divergent ideas, I encourage students to share their different strategies for solving math problems. I have posters which we refer to often that state, "Listen to Learn" and "Honor Private Think Time". Writing class is another place where students can show their individuality. When they write a personal narrative, we generate a list of topics the students can choose from. Not all students will write about the topic, and certainly their stories will be different even if they are on the same topic.