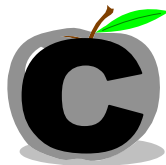


# Houston Independent School District



**Alternative**



**Certification**



**Program**

**CYCLE 29**

**PORTFOLIO GUIDELINES**

**Members of the Board of Education**  
HATTIE MAE WHITE EDUCATION SUPPORT CENTER  
4400 WEST 18<sup>TH</sup> STREET, HOUSTON, TEXAS 77092

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It is the policy of the Houston Independent School District not to discriminate on the basis of age, color, handicap or disability, ancestry, national origin, marital status, race, religion, sex, veteran status, or political affiliation in its educational or employment programs and activities.

# Houston Independent School District ALTERNATIVE CERTIFICATION PROGRAM

## ACP Mission Statement

The mission of the Alternative Certification Program of the Houston Independent School District is to recruit, train, and support qualified degreed professionals in a way that there is a collaborative effort with the University of St. Thomas, Teach for America and school staff members, so that critical shortage teaching vacancies in the Houston schools are filled with high quality personnel.

**Director**  
Karen Owen

**LOCATION :** 300 WEST 17<sup>TH</sup> STREET  
HOUSTON, TEXAS 77008

**TELEPHONE:** (713) 802-6850

**FAX:** (713) 867-5297 OR (713) 802-4677

**WEB SITE:** <http://dept.houstonisd.org/acp>

## **A message from the program director, Karen Owen**

A portfolio documents a teacher's actual teaching experience over a specified period of time. Such documentation can include examples of what the teacher considers to be superior work (e.g., lesson plans, handouts, and student work produced after instruction) or various materials related to an actual unit taught. Teaching portfolios are becoming perhaps the most effective tools in improving the instruction of both new and seasoned teachers and in providing a supportive, convincing method of evaluation. Veteran faculty members have compiled portfolios for self-improvement, for the re-evaluation of specific methods and outcomes in designated courses, for reflection purposes, or for the purpose of leaving a legacy of valuable experience to junior faculty members.

As a beginning teacher, these portfolio activities have been especially designed to give you a better understanding of the state Learner-Centered Teacher Proficiencies adopted by the State Board of Education. Throughout this internship year, you will gain valuable experiences. This portfolio should serve as a catalyst for substantive improvement in your teaching philosophy, methods, and goals. Also, the ability of the portfolio to provide outside evaluators with concise, selective, evidence-based information from a wide variety of sources gives the teacher/intern a highly individualized, credible, and factual document for the purpose of evaluation.

Therefore, we want you to gather your best work to include in this portfolio and use these activities to improve your instruction.

*The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession and to maintain professional ethics and personal integrity.*



# PORTFOLIO PROJECTS

## PROJECT 1

**DUE SEPTEMBER 2, 2008**

Autobiography  
Teaching Perspective  
Parent Communication, Part I

## PROJECT 2

**DUE SEPTEMBER 30, 2008**

Classroom Management  
Classroom Organization  
Instructional Planning & Materials

## PROJECT 3

**DUE DECEMBER 12, 2008**

Reflective Video  
School / Student Profile  
PPR Competencies

## PROJECT 4

**DUE JANUARY 31, 2009**

Technology  
Case Study Plan

## PROJECT 5

**DUE APRIL 30, 2009**

Parent Communication, Part II  
Case Study  
Thematic Unit

## FINAL PRESENTATION

**DUE APRIL 30, 2009**

\* Any activity you complete for University of St. Thomas coursework that is **relevant** and **applicable** to a portfolio project may be included.

# Portfolio Organization and Grading

## Organizing Your Portfolio

1. Your portfolio **must be contained in a binder.**
2. Projects should be separated by dividers, tabbed, and labeled.
3. **All text must be computer-generated and double-spaced.**
4. Photos, drawings, computer-generated artwork, graphs and charts will enhance the overall quality of your portfolio as well as demonstrate individual effort, creativity and the use of technology.
5. Projects are due on the date indicated on the project cover sheet.

### **Please remember that . . .**

Your portfolio is an on-going reflective process that should document professional progress during the internship year. Compiling a portfolio will enable you to:

- recognize and analyze your areas of strength as well as areas where growth may be needed;
- gain insight into using portfolio assessment with your own students;
- provide additional data by which the Alternative Certification Program may assess your professional growth and application of state teacher proficiencies; and
- provide a cumulative record that may be used when seeking future employment as a public school teacher.

## Grading Rubric

A rubric is a scoring guide designed to evaluate performance. Points will be cumulated for a final possible grade of 110. If the score you receive on any activity is low, you may add details to raise your total grade. Points will not be earned for incorrect grammar usage, incorrect spelling, and/or poor organization. Punctuality points will only be given for projects turned in on time. **To meet program benchmarks, interns must have a minimum of 44 points by the completion of Project #3.** The passing grade for the total portfolio is **88** points. **The entire portfolio must be completed in order for you to be recommended for certification.**

# Portfolio Grade Sheet

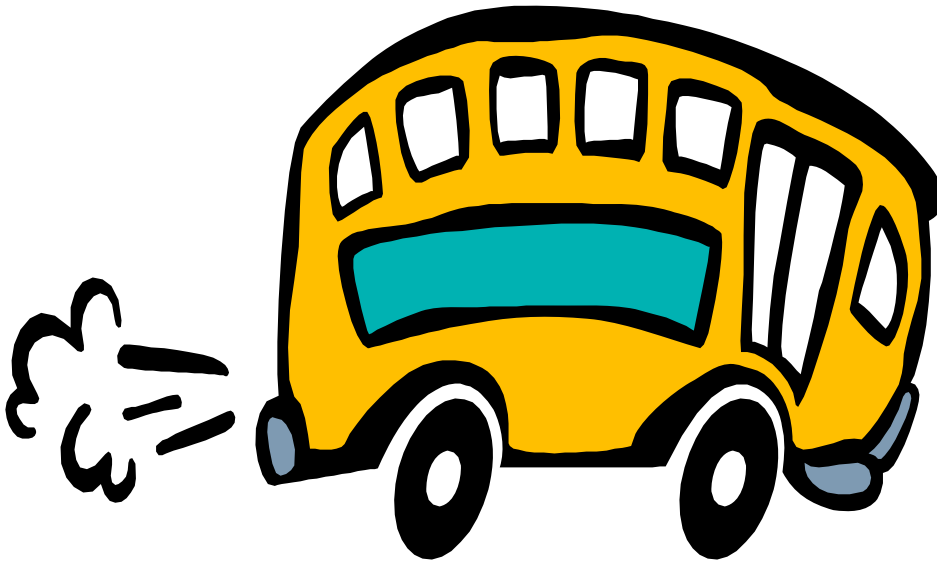
Intern \_\_\_\_\_ ACP Supervisor \_\_\_\_\_

	Month Due	Points	Comments
Project 1	September 2, 2008	/20	
Project 2	September 30, 2008	/20	
Project 3	December 12, 2008	/20	
Project 4	January 31, 2009	/20	
Project 5	April 30, 2009	/20	
Final Presentation	April 30, 2009	/10	
TOTAL		/110	

FINAL Score on Portfolio: \_\_\_\_\_/110

# PROJECT 1

Due September 2, 2008



- Autobiography
- Perspective on Teaching
- Parent Communication - Part I

This project is designed to support and extend your understanding of the teacher proficiency and TExES competencies shown below.

## State Teacher Proficiency

### **LEARNER-CENTERED PROFESSIONAL DEVELOPMENT**

The teacher, as a reflective practitioner dedicated to all students' success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity....

As a learner, the teacher works within a framework of clearly defined professional goals to plan for and profit from a wide variety of relevant learning opportunities.

## Pedagogy and Professional Responsibilities (PPR)

### TEExES\* Competencies

(\*Texas Examinations of Educator Standards)

**PPR Competency 001** -- The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**PPR Competency 011** – The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

## AUTOBIOGRAPHY

Write a 1-2 page autobiography. Include a description of **each** of the following:

- Childhood
- Educational background
- Job/life experiences

## PERSPECTIVE ON TEACHING

Describe **each** of the following:

- An explanation of why you want to teach
- Your perception of the **academic** needs of your students i.e. What do they need to know and be able to do at this age level?
- What you will do to meet these academic needs.
- General expectations about your first year of teaching

## PARENT COMMUNICATION – Part I

- Include a copy of the letter of introduction and/or course syllabus that you will send to your students' parents/guardians. **Be sure to include in your letter how parents can contact you.**
- On a separate page** explain **how you will contact parents** when necessary.
- Keep an on-going file of parent-teacher communication. This should include paper communication (e.g., discipline letters, field trip information letters, supply request letters, good conduct letters, etc.), as well as a log of phone calls and parent-teacher conferences. **Your ACP supervisor will check this file as part of Project 5.**

# GRADING RUBRIC FOR PROJECT 1

## AUTOBIOGRAPHY

- Description of childhood (1 point)
- Description of educational background (1 point)
- Description of job/life experiences (1 point)

## PERSPECTIVE ON TEACHING

- Explanation of why you want to teach (1 point)
- Perception of students' academic needs (1 point)
- How you will meet these academic needs (1 point)
- General expectations about teaching (1 point)

## PARENT COMMUNICATION

- Letter to parents/Course syllabus (2 points)
- How parents can contact you included in letter (2 points)
- Content of letter is appropriate (2 points)
- Explanation of how you will contact parents (2 points)

## ORGANIZATION

- Grammar/Spelling/Punctuation (2 points)

## PUNCTUALITY

- Turned in on time (3 points)

**Project 1 score: \_\_\_\_\_(20 possible)**

# PROJECT 2

Due September 30, 2008



- Classroom Management
- Classroom Organization
- Instructional Resources & Planning

This project is designed to support and extend your understanding of the teacher proficiency and TExES competencies shown below.

## **State Teacher Proficiency**

### **LEARNER-CENTERED COMMUNICATION**

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills. ...As a leader, the teacher communicates the mission of the school with learners, professionals, families, and community members.

### **Pedagogy and Professional Responsibilities (PPR) TExES\* Competencies**

(\*Texas Examinations of Educator Standards)

**PPR Competency 005** - The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

**PPR Competency 006** – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

**PPR Competency 012** – The beginning teacher:

- Interacts appropriately with other professionals in the school community (e.g., vertical learning, horizontal learning, team teaching, mentoring).
- Maintains supportive, cooperative, relationships with professional colleagues and collaborates to support students learning and to achieve campus and district goals.
- Knows the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, technology coordinator, special education professional).

## CLASSROOM MANAGEMENT

Complete **each** of the following:

- Include a copy of your rules, rewards and consequences.
- Write a paragraph describing how you establish and maintain appropriate behavior while creating an atmosphere of trust and mutual respect.

## CLASSROOM ORGANIZATION

Complete **each** of the following activities:

- Illustrate** (draw) your classroom arrangement and explain why you chose to organize the room in this manner. Include in your explanation the placement of student desks, activity centers, students' view of the chalkboard/overhead projection, students' ability to see you during instruction, as well as student/teacher movement.
- Describe** how you handle each of the following 6 routines / procedures shown below.
  - answer student questions
  - allow students to leave their seats,
  - distribute and collect materials,
  - allow students to go to the restroom,
  - get students' attention during instruction
  - dismissal at the end of the day (elementary) **or** class period (secondary)
- Have your substitute folder available for your ACP supervisor to review when he/she does his/ her monthly observation. Include:
  - schedule
  - map of school
  - emergency procedures
  - where to find: lesson plans, seating chart, forms/passes
  - student helpers
- ❖ If you are required to turn your sub folder into the school office, please make a copy.

## INSTRUCTIONAL RESOURCES AND PLANNING

- Describe** how you coordinate instructional activities with:
  - teachers on your grade level or in your content area,
  - special education (i.e. resource, inclusion, speech, content mastery)
  
- List** all the instructional materials (i.e. CLEAR, textbooks, other resources) that are available for **planning** instruction **and explain** how you use them.
  
- List all** the special programs or resources that are **available in your school** for **students with special needs** (i.e. English Language Learners, Academically Advanced, Special Ed. etc...).
  
- When planning your lessons around a specific CLEAR objective, describe the criteria you use to choose instructional activities so that all students are engaged in learning the objective.

## GRADING RUBRIC FOR PROJECT 2

### CLASSROOM MANAGEMENT

- Copy of rules, rewards and consequences (1 point)
- Description of how atmosphere established/maintained (2 points)

### CLASSROOM ORGANIZATION

- Illustration of classroom arrangement with justification (2 point)
- Description of routines established/implemented (2 points)
- Substitute folder in order (1 point)

### INSTRUCTIONAL RESOURCES & PLANNING

- Description of coordination with other teachers (2 points)
- List of resources for planning instruction with explanation of how they are used (2 point)
- List of resources for students with special needs (see previous page) (1 point)
- Describe criteria for choosing activities used to engage students. (2 points)

### ORGANIZATION

- Grammar/Spelling/ Punctuation (2 points)

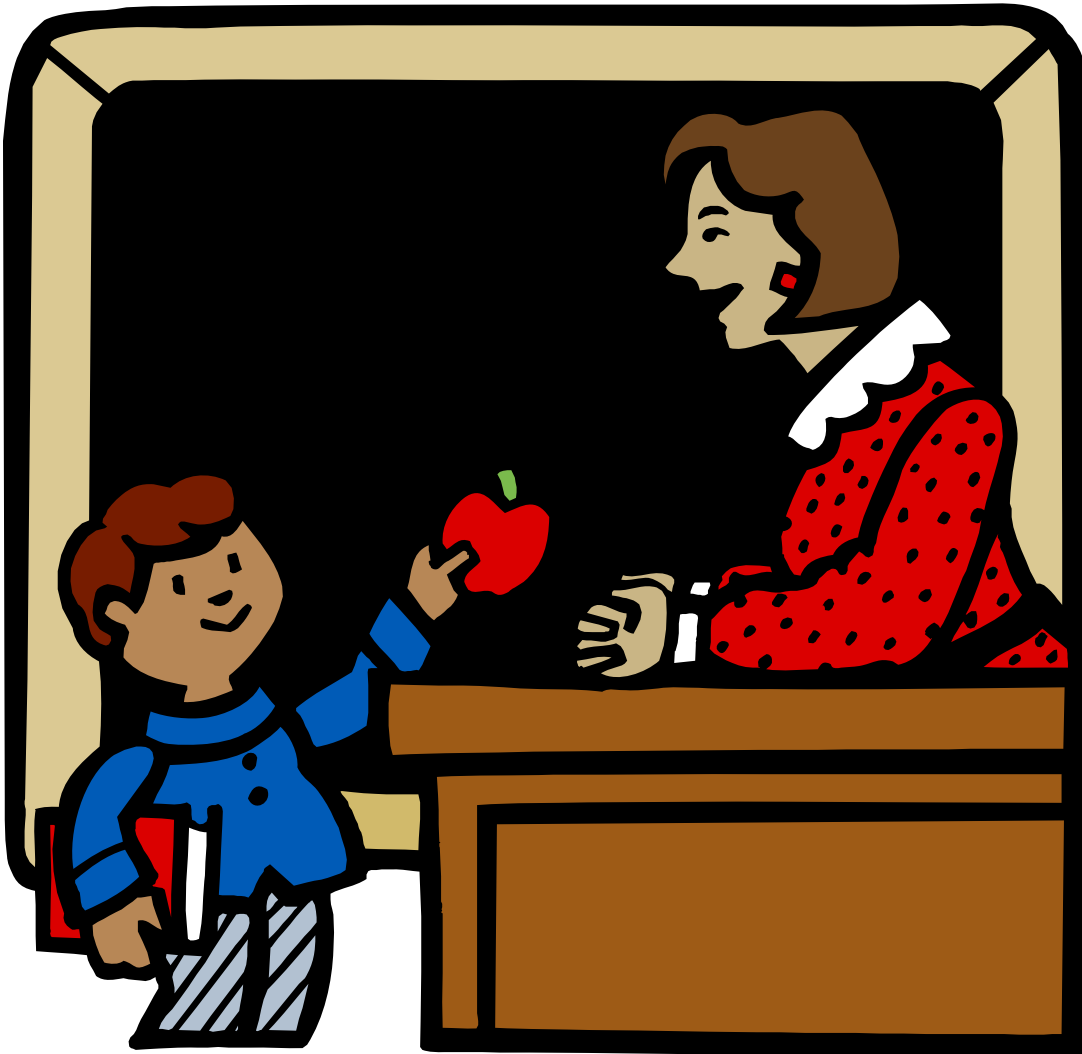
### PUNCTUALITY

- Turned in on time (3 points)

**Project 2 score:** \_\_\_\_\_ **(20 possible)**

# PROJECT 3

Due December 12, 2008



- Reflective Video
- School/Student Profile
- PPR Competencies

This project is designed to support and extend your understanding of the teacher proficiency and TExES competencies shown below.

## State Teacher Proficiency

### **LEARNER-CENTERED INSTRUCTION**

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources. ...The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. ...As a manager, the teacher effectively acquires, allocates, and conserves resources. ...The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. ...

### **Pedagogy and Professional Responsibilities (PPR)**

#### **TExES\* Competencies**

(\*Texas Examinations of Educator Standards)

**PPR Competency 001** – The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**PPR Competency 002**– The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**PPR Competency 003** – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

**PPR Competency 004** – The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

**PPR Competency 008** – The teacher provides appropriate instruction that actively engages students in the learning process.

**PPR Competency 010** – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

## REFLECTIVE VIDEO

Complete **each** of the following:

- Make a video of one of your lessons. It is recommended that your mentor video the lesson as he/she conducts his/her monthly observation.

The video must be:

- DVD format
- labeled with name and date of taping,
- at least 30 minutes long; and
- viewable.

- After viewing your video, complete the *Video Reflection Form* on the next two pages.

**NOTE:** HISD *Elementary/Secondary School Guidelines* states:

- **HISD policy allows students to be videotaped without parental consent if the purpose is to evaluate an educator or if the videotape is used for media coverage of the school.**

## VIDEO REFLECTION FORM

Directions: Complete this form after viewing your video

<b>OBJECTIVES</b>	What were your CLEAR objectives for this lesson?
<b>ASSESSMENT</b>	Describe the effectiveness of your assessment strategies in measuring student mastery of the objectives.
<b>ASSESSMENT</b>	Would you make any changes to the assessment strategies? If so, what changes would you make and why?

<b>ASSESSMENT</b>	<b>Overall, how successful was this lesson? What criteria did you use to determine the level of success?</b>
<b>ALTERATIONS</b>	<b>Did you depart in any way from your lesson plan? If so, how and why?</b>

<b>INSTRUCTIONAL DELIVERY – Respond to these questions for each aspect.</b>				
	<b>List strategies used</b>	<b>For each strategy listed describe your reasons for choosing it.</b>	<b>How do you know whether each strategy is effective for all students?</b>	<b>Describe the decisions you will make to determine if each strategy could be used effectively in future lessons.</b>
<b>Instructional Strategies</b>				
<b>Student Grouping</b>				
<b>Student Activities</b>				
<b>Materials, Resources and Technology</b>				

## SCHOOL / STUDENT PROFILE

Complete **each** of the following activities:

Include a copy of your school's Mission Statement.

In 1-2 pages, describe

- the school's student population,
- the surrounding community; **and**
- the social and environmental forces impacting your students.

Complete the Class Background Information and Class Data forms on the next 2 pages. Middle school, high school and special education teachers should complete the form for only **one** class.

\* Forms can be found on the ACP Website.

## CLASS BACKGROUND INFORMATION FORM

Teacher: \_\_\_\_\_ School: \_\_\_\_\_

**Directions:** Respond to the following questions for one class. Please limit your responses to the space provided.

1. How many students are in the class? \_\_\_\_\_

Female: \_\_\_\_\_ Male: \_\_\_\_\_

2. Approximate age range of your students:

\_\_\_\_\_

3. Describe the general instructional levels represented by the students in this class. (e.g., advanced, average, below grade level, mixed, remedial). List all that apply

4. Approximately how many students are in each of the following language categories?

Fluent English proficient \_\_\_\_\_

Limited English proficient: \_\_\_\_\_

8. How do you become familiar with your students' individual interests and cultural backgrounds?

5. Approximately how many students have the following special needs?

Attention Deficit Hyperactivity Disorder \_\_\_\_\_

Blind or visually impaired \_\_\_\_\_

Deaf or hard of hearing \_\_\_\_\_

Emotional disability \_\_\_\_\_

Learning disability \_\_\_\_\_

Physical disability \_\_\_\_\_

Other (specify) \_\_\_\_\_

9. How do you encourage students to take responsibility for their own learning?

6. Approximately how many students are represented in the following ethnic groups?

American Indian \_\_\_\_\_

Asian \_\_\_\_\_

African American \_\_\_\_\_

Hispanic \_\_\_\_\_

White, not of Hispanic Origin \_\_\_\_\_

Other \_\_\_\_\_

7. How do you become familiar with what your students already know and are able to do?



## PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

1. Print just the cover page from the TExES **EC-12 PPR** study guide from the ETS website:

[www.texas.ets.org](http://www.texas.ets.org)

2. Describe how you have implemented PPR Competencies **2** and **5** in your classroom.

## GRADING RUBRIC FOR PROJECT 3

### REFLECTIVE VIDEO

- At least 30 minutes in length (4 points)
- Completion of *Video Reflection Form* (4 points)

### SCHOOL/STUDENT PROFILE

- Copy of Mission Statement (1 point)
- Description of student population/community (1 point)
- Explanation of social and environmental factors (1 point)
- Class Background Information Form (1 point)
- Class Data form (1 point)

### PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES

- Print just the cover page from the TExES EC-12 PPR study guide from the SBEC website (1 point)
- Describe how you have implemented PPR Competencies 2 and 5 in your classroom (1 point)

### ORGANIZATION

- Grammar/Spelling/Punctuation (2 points)

### PUNCTUALITY

- Turned in on time (3 points)

**Portfolio Project 3 Score:** \_\_\_\_\_ (20 possible)

**Portfolio Score to date:** \_\_\_\_\_/

**Note:** To meet program benchmark requirements interns must have a minimum of 44 points upon completion of Project 3.

# PROJECT 4

Due January 31, 2009



- Technology
- Case Study Worksheet

This project is designed to support and extend your understanding of the teacher proficiency and TExES competencies shown below.

## State Teacher Proficiency

### **LEARNER-CENTERED INSTRUCTION**

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources. ...The teacher is a leader of a learner-centered community, in which an atmosphere of trust and openness produces a stimulating exchange of ideas and mutual respect. ... As a manager, the teacher effectively acquires, allocates, and conserves resources. ...The teacher selects materials, technology, activities, and space that are developmentally appropriate and designed to engage interest in learning. ...

### **Pedagogy and Professional Responsibilities (PPR)**

#### **TExES\* Competencies**

(\*Texas Examinations of Educators Standards)

**PPR Competency 001** – The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

**PPR Competency 002** – The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**PPR Competency 009** – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

# TECHNOLOGY PROJECT

HISD's Alternative Certification Program supports the state and district expectations that teachers integrate technology into their instructional practice.. This means that as a new teacher, you need to be proficient enough with classroom technology to be able to use it not only to aid your instruction but also to increase student use.

To effectively incorporate instructional technology, it makes sense for you to first analyze your own skills and needs.

## Technology Survey

### Part I

Rate your level of expertise by placing a check mark in the appropriate column.

<b>Computers &amp; Technology</b>	<b>Expert</b>	<b>Novice</b>	<b>Beginner</b>
Word Processing			
Internet			
E-mail			
Spreadsheet			
Computer Graphics			
Document Scanner			
Digital Camera			
Computer Projection System			
Grade Book Program			
PowerPoint Software			
Educational Software			
Desktop Publishing			
Overhead Projector			
VCR/DVD Player			
CD Player			
Tape Recorder			
Listening Stations			
Calculators			
Podcasting			
SmartBoard			
Document Reader (Elmo)			

## Strategies for Incorporating Technology

- **Word Processing:** For teachers - write lesson plans, create worksheets/ tests/ letters to parents; For students - daily journals, rough drafts, revisions and final drafts of papers/reports;
- **E-Mail:** parent & colleague communication, student communication (e-mail pen-pals & interview famous people);
- **Spreadsheet Programs:** data collection, create charts & graphs from data, grade book, lesson plans; Science & History Fair projects;
- **Internet:** do research, find lesson plan ideas, use interactive sites, search on-line encyclopedias, do Computer Based Training (CBT);
- **Graphics:** add interest to reports, flyers & other communications;
- **Scanners:** digitize pictures, charts, graphs and text to place in reports, projects, flyers and other communications;
- **Digital Cameras:** digitize pictures to place in reports, projects, flyers, & other communications; take pictures of completed products for student portfolios;
- **Desktop Publishing:** make banners, posters, charts, brochures & cards;
- **Computer Projection Systems:** display your computer screen on a larger screen, show how to use the Internet & computer applications;
- **Presentation Software:** create motivating presentations to introduce units, give information, summarize results of research;
- **Overhead Projector:** use math manipulatives on the overhead to model concepts;
- **VCR /DVD Camcorder:** use videos to add interest to your lessons; video tape students for a class project (i.e. culminating activities: interviews, skits); video tape a news report to spur class discussions);
- **CD Player:** play classical music to create a quiet, calm ambience or set the mood for a lesson, play music from various cultures;
- **Tape Recorder / Listening Stations:** record a lesson for absent students or a story for a listening station; leave verbal directions for your class and substitute when you are absent; implement modifications for special needs students in a listening station (i.e. oral drills, ESL recorded lessons, students record themselves); and

- **Calculators:** demonstrate proper use, practice basic fact drills, estimate, check work for accuracy, use to solve problems involving a procedure not already taught.

## **TECHNOLOGY SKILL APPLICATION**

From the list below, choose one of the technology skills. Your ACP supervisor will give you instructions on how they would like the assignments sent to them.

- Power Point presentation from one taught lesson
- Link to class website
- Podcast of a 3 to 5 minute lesson

## **DIGITAL KNOWLEDGE**

1. Using a digital camera, have your mentor or another teacher, take three (3) pictures of you teaching.
2. Insert the pictures into an e-mail and send them to your ACP supervisor

## PRE-PLANNING FOR PROJECT 5

Please read the requirements for the Case Study which will be due April 30, 2009. Then complete the pre-planning form and submit this plan to your ACP supervisor.

### CASE STUDY REQUIREMENTS (Due April 30, 2009)

Choose one student with a special need (i.e. academically advanced, learning disabled, behavioral problem, physically challenged). Develop and implement a plan to address his/her needs.

Complete **each** of the following activities:

- Maintain an observation log (may be handwritten) that contains observations over a 3 week period. Include this with your project.
- If the student is academically advanced or learning disabled, include samples of materials that were used to supplement or enrich lessons. If the student had a behavioral problem or was physically challenged, describe strategies you used to help him/her.
- Write a summary of overall results.

## PRE-PLANNING FORM FOR PROJECT 5

NAME: \_\_\_\_\_

### CASE STUDY

1. **First name only** of student for case study: \_\_\_\_\_
2. Briefly describe the student's needs and your plan to address these needs:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. Begin to keep a log. Approximately three weeks of observations will be required when the case study is submitted.

### UNIT

Please indicate below the topic of your Unit of Study and the approximate dates it will be presented.

Topic: \_\_\_\_\_

Date: \_\_\_\_\_

## GRADING RUBRIC FOR PROJECT 4

### TECHNOLOGY PROJECT

- Technology Survey (2 points)
- Technology Skill (5 points)
- Digital knowledge-3 pictures of you teaching (6 points)

### PROJECT 5 PLANNING WORKSHEET

- Case Study/Unit Topic (2 points)

### ORGANIZATION

- Grammar/Spelling/Punctuation (2 points)

### PUNCTUALITY POINTS

- Turned in on time (3 Points)

**Project 4 Score: \_\_\_\_\_ (20 possible)**

# PROJECT 5

Due April 30, 2009



- Parent Communication, Part II
- Case Study
- Thematic Unit

This project is designed to support and extend your understanding of the two teacher proficiencies and TExES competencies shown below.

## **State Teacher Proficiencies**

### **EQUITY IN EXCELLENCE FOR ALL LEARNERS**

The teacher responds appropriately to diverse groups of learners. ...As a result, the teacher creates an environment in which learners work cooperatively and purposefully using a variety of resources to understand themselves, their immediate community, and the global society in which they live.

### **LEARNER-CENTERED KNOWLEDGE**

The teacher possess and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students. The teacher exhibits a strong working knowledge of subject matter and enables students to better understand patterns of thinking specific to a discipline. ... Moreover, the teacher contributes to the knowledge base and understands the pedagogy of the discipline. As the teacher guides learners to construct knowledge through experiences, they learn about relationships among and within the central themes of various disciplines while also learning how to learn. Recognizing the dynamic nature of knowledge, the teacher selects and organizes topics so students make clear connections between what is taught in the classroom and what they experience outside the classroom.

## **Pedagogy and Professional Responsibilities (PPR)**

### **TExES \* Competencies**

(\*Texas Examinations of Educator Standards)

**PPR Competency 002** – The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

**PPR Competency 008** – The teacher provides appropriate instruction that actively engages students in the learning process.

**PPR Competency 009** – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

**PPR Competency 011** – The teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

## PARENT COMMUNICATION, PART II

- Have your parent communication file/log available for review.
- Write a paragraph summarizing the different ways you communicated with parents/guardians. Include any modifications you plan to make next year.

## CASE STUDY

Choose one student with a special need (i.e. academically advanced, learning disabled, behavioral problem, physically challenged). Develop and implement a plan to address his/her needs.

Complete **each** of the following activities:

- Maintain an observation log (may be handwritten) that contains observations over a 3 week period. Include this with your project.
- If the student is academically advanced or learning disabled, include samples of materials that were used to supplement or enrich lessons. If the student had a behavioral problem or was physically challenged, describe strategies you used to help him/her.
- Write a summary of overall results.

## UNIT OF STUDY

Design and teach a unit of study. The unit should last 1-2 weeks and have a **single** focus. The unit of study will reflect evidence of differentiated instruction.

Include each of the following:

- A **brief** outline of the unit plan;
- Explain how you differentiated instruction in your unit of for one of the following groups of students: Special Education (academic or behavioral) Gifted and Talented, English Language Learners
- A **list** of the CLEAR objectives addressed in the unit;
- A **bibliography** of resources and materials used to develop the unit,
- An Internet website, other than CLEAR, **related to the unit** (should be an interactive site for students or a source of activities);
- A copy of an **activity** or worksheet printed directly from the above website;
- A game **or** manipulative activity related to the unit **with instructions**;
- Two (2) different students' work samples from 2 different activities;
- A **copy** of the evaluation form you gave students after the unit was over.  
The evaluation form **should not be an assessment of what the students learned** but their **opinion** about the unit (e.g. if they enjoyed the unit, which activity was their favorite, which activity they did not like, etc...).
- A brief summary of the student evaluation forms (see previous bullet); and
- For each aspect listed below, describe your implementation and the criteria you used to determine how effective it was.
  - Integration or grouping of the objectives
  - Activities, resources, and technology
  - Culminating activity/assessment

## GRADING RUBRIC FOR PROJECT 5

### PARENT COMMUNICATION - PART 2

- Parent communication files (1 point)
- Summary of different forms of communication (1 point)
- Discussion of possible modifications for next year (1 point)

### CASE STUDY

- Observation log available for review (1 point)
- Samples of supplemental materials **OR** a description of strategies for behavioral/physically challenged (1 points)
- Summary of overall results of case study (1 points)

### UNIT OF STUDY

- Brief outline of unit plan and List of CLEAR objectives (1 point)
- Explanation of differentiate instruction (1 point)
- Bibliography of resources/materials used and Internet website related to unit (1 point)
- Copy of an activity/worksheet printed from website and Game or manipulative activity **with instructions** (1 point)
- Five **different** samples of student work including copy of student evaluation of unit (1 point)
- Summary of students' evaluations of unit (1 point)

#### Reflective essay

- Description of effectiveness of unit (1 point)
- Describe criteria used in selecting activities, resources and technology (1 point)
- Describe criteria used in selecting culminating activity/assessment (1 point)

### ORGANIZATION

- Grammar/Spelling/Punctuation (2 points)

### PUNCTUALITY POINTS

- Turned in on time (3 points)

**Project 5 Score:** \_\_\_\_\_ **(20 possible)**

# FINAL PRESENTATION

## Due April 30, 2009

Criteria	Score		
Portfolio is contained in a binder, separated by dividers, which tabbed and labeled; or portfolio contained on CD or DVD	2	1	
Portfolio is complete, including all projects submitted during the year.	2	1	
Portfolio demonstrates individual effort as evidenced by the correction of errors, addition of incomplete work and/or submission of additional materials.	2	1	
Presentation documents creativity as evidenced by the use of color, methods of presentation and/or visual appeal.	2	1	
Presentation documents high use of technology as evidenced by computer-generated artwork, photos, graphs, charts, etc.	2	1	