Teacher Education ePortfolios: Structure for Self-Reflection and Success

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Changing your PSMT template over to the CLeaR ePortfolio Template

1. Log into portfolios.cmich.edu put in your global and password.
2. Go to the maroon Portfolio tab and click that tab.
3. Click on the grey Collections tab.
4. There is a maroon tab on the right hand side of the screen that says Copy a collection, click on that button.
5. In the Search Owners blank box, type in the word Template and hit the GO button.
6. On the first line that you see Teaching Portfolio, About Me at the end of the first line there are two grey buttons. Click on the grey button that says Copy collection.
7. You have to put in a name for your Collection of ePortfolio pages you will work on. Consider typing your first and last name possessive like this: Jen Quick’s (Use your own name 😊) Teaching ePortfolio.
8. Click on maroon button that says Next: Edit collection pages.
9. You should see the order of the pages and any other pages you may have created in the past. You do not need to add anything at this time to the CLeaR Template.
10. Hit the maroon button at the very bottom of the left hand side that says Done.

You have now successfully copied the new CLeaR Template. 😊

Issues with Logging into your ePortfolio or Technical Issues...

Please contact EHS IT personnel at the following web address: cali@cmich.edu

-Please let them know your CMU Global ID

-the issue that you are having with the ePortfolio (i.e. timed out of access, need help embedding, etc.)
E-Portfolio Information

CMU ePortfolio – Structure for Self-Reflection and Success

What is an ePortfolio?

An electronic portfolio (ePortfolio) is a collection of academic and individual work developed overtime that is housed in an electronic format. The traditional hard copy portfolio can be cumbersome over time and items can be eventually lost or worn. Whereas an ePortfolio can maintain documents like new, allow for updates and developed in a manner that utilizes all facets of technology.

What is the CMU ePortfolios purpose?

The ePortfolio allows CMU Teacher Education candidates to individually recognize and reflect on what they have learned while in the Teacher Education program and utilize it as an employability tool. In relation to the institution it allows for assessment of student ability and drives internal improvement and external accountability. This is a collection of best work that is constantly changing and being updated. The beginning ePortfolio will, and should look different from the final ePortfolio and is utilized in a variety of ways. So ultimately the ePortfolio does three things:

1. Builds connections and reflection on teaching and learning.
2. Gives students a secure, dynamic employability tool.
3. Provides CMU Professional Education Unit with insight on success and improvements in the Teacher Education Program.

Value of an ePortfolio

The value of the Teacher Education ePortfolio is tremendous, and potentially limitless! The ePortfolio gives the user and their community an increasing range and quality of services. CMU Teacher Education graduates may use their ePortfolio to advance their education further, document their industriousness, secure interviews and employment. The ePortfolio shows the students work in whole which gives the viewer a great sense of the individual’s abilities, depth and growth. Ultimately, it is the student that controls the potential that the ePortfolio embodies.

Why use the Mahara ePortfolio System?

- **Access/Security** – this is a closed access program insuring that student work is securely protected and may only be disseminated by the user.
- **Student Ownership** – The ePortfolio is student centric; allowing the student to make the decisions and connections of their work over time.
- **Showcase of Work** – the student is given creative freedom to “sell” their abilities, skills and talents. The ePortfolio allows students the freedom to set themselves apart from others in the job market.
- **Ease of Use/Customization** – a student can easily add and subtract material as needed allowing for creative freedom.
- **Technology Skills** – student technology skills are built and refined learning the ePortfolio program.
• **Evaluation/Assessment** – a student may allow CMU faculty, instructors and administrators access to their ePortfolio for program assessment, evaluation and review. Seek out peers, instructors and Student Teaching Coordinators to review and give feedback on what has been developed.

• **Storage Back-Up** – this program platform allows students another location to “store” course work and materials.

• **Evidence “Binder”** – Requirement of K-12 instructors to develop a yearly collection of their work to be presented to their building administrator for evaluation. CMU graduates of the Teacher Education Program may choose to utilize their ePortfolio for this same purpose. CMU has committed to graduates that they will have continued access to their ePortfolio for life as long as the CMU ePortfolio is accessed each year.

• **Life-Long Learning Documentation** – when consistently used, the ePortfolio becomes a repository of collected and connected learning that the individual has engaged in.

• **Collaboration and Networking** – the ePortfolio gives students convenient opportunities to share their knowledge and work with others. Colleagues, employers and instructors may be given easy access to an ePortfolio for their comment and review.

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**What basics should be included in the student’s ePortfolio?**

- Student Contact Information - make sure that this is current and correct, have several ways that a potential employer might get ahold of you.
- Certification Codes, majors and minors – DO NOT make it a mystery what you are able to teach in the classroom.
- Student teaching audios, videos, classroom pictures, web links, RSS feeds, slideshows, Power Points, Prezi’s, graphics, posters, concept maps all used in a creative and engaging manner
- Student Achievements/Goals/Activities
- Student Resume/References
- Artifacts of student work both in Undergraduate Program and Teacher Education Program
Central Michigan University CLeaR Model is the foundation that guides all coursework and learning of the CMU Teacher Education Candidate. Self-Reflection on the part of the teacher candidate

Relationship of the ePortfolio to the Student

The ePortfolio allows a student to reflect up on their work while attending Central Michigan University, both their Undergraduate Program work and their Teacher Education Program coursework. Students collect their work in one place, select the best representations of what they have learned, reflect upon what they have accomplished, and may present their ePortfolio for assessment and evaluation to peers, instructors and administrators.

The ePortfolio works through a series of stages and transitions while a student is in the progressing through the CMU teacher education program.

1. The student begins with a working and reflective portfolio. The student is designing, planning and refining their work with faculty and instructor critique and input.
2. As the student finishes the teacher education program they have a connected portfolio that is inclusive of the six CMU CLeaR Model Concept Standards.
3. Finally the student has a presentation portfolio that is ready for publication and viewing by school districts and hiring committees.
   - Reference the ePortfolio on an iPad while interviewing.
   - Use the ePortfolio when applying for positions online.
   - Place the ePortfolio on LinkedIn
   - Reference the ePortfolio on your Resume, business cards, etc.
   - Send the ePortfolio URL to Administrators, Hiring Committee’s, colleagues to view at their convenience.

Example ePortfolios
- Below is a website of an example of an ePortfolio as developed by Rob Alford, an EHS IT staff member. He developed this example for faculty and students to use as a simple model for developing future ePortfolios.
- Simply put the word “example” into the search box on the [www.portfolios.cmich.edu](http://www.portfolios.cmich.edu) site.
- Another example that you may utilize would be Jennifer Quick’s ePortfolio which may be accessed by email request.
- Ask your friends and colleagues to look at and critique your ePortfolio. Work with others that are not necessarily seeking positions you are qualified for to bounce ideas off of and see what it is they are sharing in their ePortfolio.

ePortfolio Training sessions for students and faculty
- Training is available numerous times throughout each fall and spring semester. Please see electronic kiosk boards in the EHS Building for dates and times of training, or call the Pre-Student Teaching Office (989-774-7662).

ePortfolio Requirements and Student Expectations
- All students are expected to begin the development of an ePortfolio in semester 1 of the teacher education program (the semester after the student has been admitted into the program).
- Students must attend and satisfactorily complete the ePortfolio training the semester of admission to the teacher education program. The training sessions will be advertised in various venues and it is the students’ responsibility to attend the training. The IT staff members take attendance at the training
sessions and a “Certificate of Completion” will be given to the student. Completion of the training will also be noted on the “Student Information Sheet.”

- It is expected that students demonstrate their knowledge and level of accomplishment of meeting each of the one of the six CLeaR Model Concept Standards by placing a minimum of two artifacts for each standard into the ePortfolio.
- The student will use a narrative to demonstrate their level of accomplishment and/or understanding for each artifact placed into the ePortfolio.
- The final ePortfolio that will be used for program assessment is required to be submitted by the teacher education candidate to the TEPD office near the end of their student teaching field experience.

**Helpful URL’s when Building your ePortfolio**

**Website for CMU ePortfolios:** portfolios.cmich.edu

- **REMINDER:** *Students must log in once a year to have an active account* – Accounts not used within a 365 day period are suspended (an email is generated by IT seven days prior to an account being suspended). Should you find that has happened to your account, please send an email to cali@cmich.edu requesting access to your ePortfolio.

**Online tutorial for CMU template:**  [http://edublog.cmich.edu/cali/](http://edublog.cmich.edu/cali/) (select the Mahara Tutorial heading)

Students create “pages” and those “pages” are put into a “collection,” which would be traditionally known as a portfolio.

- All teacher education students **MUST** attend an ePortfolio training session upon entrance into the program. Each student will be given a certificate (picked up at EHS 421) as verification that they received the training.
- All teacher education students are required to build an 8 page template collection that includes an About Me page, and a page of discussion and explanation of the CMU CLeaR Model Concept and a page of each of the six CLeaR Model Concept Standards. This template is required to be turned in at the end of student teaching with two artifacts/rationales for each standard.

**Explanation of CLeaR Model Concept Standards requirements for the CMU ePortfolio**

- The ePortfolio is currently based on the six CLeaR Model Concept Standards developed by the Teacher Education and Professional Development Department at Central Michigan University.
- The expectation of the College of Education and Human Services is that you have two artifacts and a rationale for each artifact chosen for the six standards of the CLeaR Model Concept by the END of student teaching. **You do not have to have an artifact for each of the sub standards listed of the standards.** So at that end you would have a minimum total of 12 artifacts and rationales for the University.
CleA R Model Concept Standards Views should have the following:

- **Standard 1 – Subject Matter** Knowledge of General and Liberal Arts Education – 2 artifacts with a strong rationale for each – Absolutely find and discuss diversity involvement that you have had. Do not just pay lip service to this, really communicate well that you have had diverse learning experiences and reflect on what you learned from them and how you have grown from those experiences. The inclusion of diversity is a must under this standard. You may also consider MTTC scores, CMU transcripts (may be unofficial), CPR/FA Certification, Michigan Professional Educator’s Code of Ethics = your role as a model citizen, evidence of honors such as Dean’s List or President’s Letter, attendance at workshops or conferences on content area learning that is described in full of what you learned there.

- **Standard 2 – Assessment** - 2 artifacts with a strong rationale for each – Include Assessment module, lesson plans, examples of technology in the classroom or in your planning, description of any accommodations that you provided to a special needs student, variations of teaching techniques, any elements of diverse learning styles that you employed, any elements for promoting literacy in various ways, Unit Lesson Plans.

- **Standard 3 – Pedagogy** Aligned with State Resources - 2 artifacts with a strong rationale for each – Include Lesson Plans that include problem solving, description of activities within the classroom, description of lesson plans that go along with Field trips that you helped to plan or lead, cross-curriculum lessons and assignments, illustrate lessons that especially contain a number of GLCE’s or Common Core Standards, inclusion of assisting technology in assignments, examples of handouts that you have created for enrichment and additional study, any assignments that included working with other groups, lab experiments involving problem solving and research, classroom management plan, feature and describe the seating arrangement and how it assists learning, a description of teaching techniques that you have used (lecture, demonstration, discussion, cooperative learning, technology enhanced lessons), samples of student work, IEP sessions that you have been a part of, field trips, a discussion backed by a lesson plan to show your promotion of the Multiple Intelligences, examples of observations by your University Coordinator and/or Subject Matter Specialist.

- **Standard 4 – Diversity** 2 artifacts with a strong rationale for each Service Learning Project, guest speakers you have had in your classroom, any association with the University or other public groups that can be connected to your classroom and students, any local resources used for planning or hands-on use in the school, projects, including other buildings in the school system, parental involvement.

- **Standard 5 – Professionalism** - 2 artifacts with a strong rationale for each – Include the Michigan Code of Ethics and your own application/reflection on them, a description of the CMU Professional Education Unit Dispositions as significant to one’s career, your continued plans to plans to participate in extra-curricular activities, management or coaching, before and after-school tutoring, attendance to games, dances and plays, parental conferences, letters to parents, communications to the public, clubs you sponsor, notes of appreciation sent to you by parents.

- **Standard 6 – Technology** - 2 artifacts with a strong rationale for each – Include any and all use of computers tied to your teaching and classroom, examples of the use of PowerPoint or Prezi, homework hotline or other online communication with students through school channels, Moodle, use of technology involved in assessments such as comments on report cards, and personal use of technology for classroom enrichment.

- **Subject Area Specialization/Certification Page** - It is highly encouraged that you add a page to your ePortfolio identifying you major or minor area of study and what the state of Michigan will be certifying you in to teach. You should certainly expound on the fact that you have received specialized training to teach a certain content or subject. You may wish to add to this page your Philosophy of Teaching, Include any standout areas that you would bring to a school you will be hired into. This might be hobbies, newspaper, yearbook work in High School, website development, anything that will set you apart from others and add to the building climate and staff.
<table>
<thead>
<tr>
<th>CLeaR Conceptual Model</th>
<th>Example of possible Artifacts</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Subject Matter—demonstrates a thorough knowledge of their chosen subject matter by successfully completing an approved program of study that blends content and effective instructional strategies.</td>
<td>Transcripts, connecting your liberal arts courses to your classroom MTTC results Content Specific lesson plans with all components reflective of adopted content standards and representing learning progression of the content</td>
<td></td>
</tr>
<tr>
<td>2. Assessment – successfully designs, implements, monitors, measures, analyzes, evaluates, documents and reflects on student assessments to adjust learning and teaching.</td>
<td>Lesson plans that differentiate instruction, include pictures with captions Unit Plans with appropriate assessments (include pictures with captions) taught during student teaching Teaching video with lesson plan and assessment of student learning Use of formal and informal assessment data to evaluate learning.</td>
<td></td>
</tr>
<tr>
<td>3. Pedagogy – demonstrates knowledge of instructional skills, and learner characteristics, sufficient to systematically design and deliver engaging and appropriate instruction.</td>
<td>Unit linked to state standards with research supported strategies designed and taught during student teaching Introductory Project Lesson Plan for the First Day of School Teaching materials developed to help students reach benchmarks Projects developed to reach benchmarks (include pictures) Cross Curricular plans/activities Observation and reflection on another teacher and the strategies that promote an effective environment that you will use List of Management Ideas with pictures as a resource Pictures of management tools: attendance, dead time, lunch count Examples of making use of support people: parents, aids, volunteers Discipline Plan Reflection on lessons and units</td>
<td></td>
</tr>
<tr>
<td>4. Diversity—understands both individual and group differences as they design and deliver effective instruction to diverse populations of learners. Diversity includes both individual differences in personality, interest, learning modalities, and life experience, and group differences in race, ethnicity, ability, gender identify, gender, expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background. Diversity is also integrated throughout the components of the CLeaR Model as teachers meet the individual differences of students and other adults.</td>
<td>Diversity artifact demonstrating skills to work in a diverse classroom setting.  Management Plan that ensures a safe, positive, and respectful learning environment</td>
<td></td>
</tr>
<tr>
<td>5. Professionalism – demonstrate the professional dispositions and knowledge of the school community necessary to be successful in the classroom.</td>
<td>Professional development opportunities School Board Meeting Faculty Meetings IEP Meetings Parent Teacher Conferences Reflection of Student Teaching Experience PTO/PTA Meeting School Involvement Activities (Service Learning Project) Collaborative and cooperative involvement in planning Classroom newsletter Parent letter Community involvement or service learning activity</td>
<td></td>
</tr>
<tr>
<td>6. Technology - demonstrates the ability to use appropriate technology for information management, communication, and instruction. Elements of this standard are integrated throughout all of the standards identified in the CLeaR Model (professionalism, pedagogy, subject matter, diversity and assessment).</td>
<td>Video of you teaching Integration of computers in student lessons Student projects with lesson plan and samples Great websites for various content Classroom website Digital Story Project Use of technology in lessons Website for parents and students</td>
<td></td>
</tr>
</tbody>
</table>

***Items that are highlighted in yellow are HIGHLY encouraged to be included in your ePortfolio.***
“Questions that must be answered in your rationale”

- The rationale does not have to be lengthy, but needs to answer the following:
  1. What is the artifact? Give a description of what it is you have chosen, possibly include the course(s) you had to do that work for.
  2. How does the artifact connect to the CLeaR Standard? What makes this artifact apply to the standard you have chosen?
  3. Why is this artifact important to your future classroom? Everything that you have done while in CMU Teacher Education Program should be applicable to your future – HOW will you be using what you have learned?
  4. How do you intend to sustain your mastery of this standard as a professional practitioner and lifelong learner?

Rater Approved Examples of Good Rationales, ePortfolios Fall 2013 Changes

Raters scored the following ePortfolio rationales as Milestone (3) or Capstone (4) – “Good”

Example 1 from– Pedagogy

The artifact "3.15.12 Campus Band Recital Program" is a copy of a recital performed by students of the Troy High School Campus Band where I completed my student teaching experience. This recital series served as the unit project for the Campus Band course over the third marking period of the 2011-2012 academic year, with the final recital performance serving as the midterm grade. In class, the ensembles were to be heard by either my host teacher or myself; we would provide guidance and constructive criticism to help the ensembles improve and become independent learners and musicians. When not being coached by one of us, the ensembles were to be rehearsing on their own.

This artifact was chosen because the preparations for the recital involved a great deal of higher-level thinking that many students had not been previously exposed to in their music classes. Since each ensemble only met with either my host teacher or myself once a week, they had to be their own teachers for the rest of the week and draw upon previous knowledge of musical performance in order to improve from week to week. By remembering what they had previously been taught about tone production, intonation, rhythm, and interpretation, they were able to teach themselves ideas and concepts instead of us teaching them. This helped to develop their skills as independent musicians.

Current research shows that students learn best through a variety of methods; if any one method is used for too lengthy a period of time, the results tend to diminish significantly. This recital preparation, particularly the concept of allowing them to teach themselves and working independently from their instructors, demonstrates a significant departure from typical ensemble rehearsals and allowed students to draw upon prior knowledge to develop as individual musicians. As a result, their critical thinking and critical listening skills improved dramatically as a result of transferring prior knowledge into a new setting. This assignment also fostered the acquisition of deep knowledge of one's own part and how it relates and combines with the other parts to produce a cohesive musical whole.

Through this project, I learned that our students are often more capable than we expect them to be and that 'talking down' to them is not beneficial to them. We should show more confidence in our students' abilities and allow them to teach each other, rather than us teaching all of them. Based on this experience, I plan to allow my students more time to work independently in class and to have a more prominent role in what and how the class
learns. By giving them ownership of the classroom, they have a more vested interest in their improvement, which is one of the most valuable lessons we can teach them.

I certainly look forward to the Band and Music classrooms that I will be overseeing throughout my career. I plan to continue researching this methodology as a part of my life-long learning. I want to stay up on all of the current research so that I have the most dynamic and engaging classroom atmospheres in the region. I believe that this continued learning will be reflected through my student attitudes.

Example 2 from Pedagogy

My classroom management plan, located on the right, shows the thorough and precise procedures and rules I use within the classroom. Through book studies of Marzano and Anita Archer, I have learned the extreme importance of classroom management and the ways in which you can keep students learning while having fun and staying under control. I chose to include this artifact because it is at the basis of my teaching philosophy. In following these guidelines, I can ensure that I am being fair to all students and that each student is getting what they need to succeed within my classroom. In conclusion, my classroom management plan provides a daily routine that engages students, emphasizes structure, and creates high expectations for young learners. All in all, I feel that my Classroom Management Plan relates to both, Standard states that educators need to create a welcoming, warm classroom environment and I feel that this relates to my Classroom Management Plan because within my plan there are both positive and negative reinforcements. Standard speaks for itself when saying that Classroom Management needs to be implemented within every classroom!

My observation paper shows my ability to learn as I go! After observing another classroom, I was able to reevaluate my teaching and ensure that I am using Best Practices to maximize my instructional time. Furthermore, I learned new ways to promote the importance of self-esteem and self-control within the classroom. I feel that in doing observations, I am able to take a step back and realize what I like about my teaching and also, find things that I need to reevaluate. Overall, my observation paper shows my ability to adapt, my flexibility and ultimately displays my willingness to do whatever it takes to help my students succeed.

I will be seeking further study on learning environments throughout my career. I believe that there will always be ongoing research to analyze and apply to my classroom. I look forward to pursuing a Master’s Degree one day in Teaching and Learning. I believe that it will help me continue to improve upon the great education I have obtained thus far.

Example – Standard 1 - CMU Transcripts Rationale Artifact #1:

My transcripts from Central Michigan University include the grades I have received in all of the courses I have taken thus far in my college career. My transcripts were produced October 20% roughly two months before graduation, therefore the transcripts included in this document are short by the last semester of my senior year.

My transcripts are a representation of my educational background. They show the courses I have taken and the grades I have received in each course. I believe it is important to have a broad range of knowledge and to have a liberal arts education. At Central Michigan University I was able to receive that broad range of knowledge through the University Program Courses that were offered along with the required courses for my Family Studies major, and English minor. A few of the Liberal Art courses that I completed were Biology, Government and Politics, Environmental Geography, African American Literature, and Intermediate Algebra.
As an educator having knowledge of other subjects outside of your content area is beneficial not only to yourself, but to your students as well. During student teaching in my Parenting and Child Development course, there were objectives that required me to teach genetics and the development of the brain. I was able to take the information I learned from my Biology course and my Introduction to Logic course and create lesson plans for my students to understand the basic genetics and development of the brain. Assigning class work and grading papers I was able to use the skills and knowledge I learned from my English courses and my Education courses to help me grade effectively and assign class work that helped my students learn and grow.

These diverse courses, along with many others, helped me learn about various aspects of the world and helped me gain skills and knowledge that I can apply to my future classroom. These skills include being accepting of student differences, incorporating real world examples into my lessons, and being an effective communicator with students and others. My Liberal Arts courses taught me the ability to analyze and reflect upon ideas and data. I was also taught how to adapt in a broad range of situations. After taking these courses I have also been able to see different teaching methods from a broad selection of teachers, which has helped me to incorporate more teaching strategies into my classroom.

I have always been curious about the world and will pursue further education in the future. This can be seen already in the fact that I have earned two Master’s Degrees in varied fields of study. For me learning will never end and I will continue to pursue degrees and life-long learning as long as I am able. I believe that it is vital that I am able to answer the students questions as I teach, whether or not those questions pertain to the current topic, or not. I want my students to be as curious about their learning as I am about my own. Life-long learning should be contagious!

Artifact #2 - Diverse Central Michigan University Class Assignments Rationale:

As my transcripts help to show, my college education has provided me with many diverse classes and opportunities. I have taken my undergraduate program courses, a variety of education courses, and many major and minor courses. During my time at Central Michigan University I have had many diverse classes that I was enrolled in and many diverse experiences. One assignment I have attached as evidence of the diversity at CMU is a short paper I wrote after attending a Diversity Event on campus for my English 329 class.

I chose these artifacts because they show a small glimpse of what I have accomplished in my classes at Central Michigan University. For my English 329 class I was required to attend five campus Diversity Events and write a reflection. Not only was English 329 called ‘African American Literature,’ but all of the Diversity Events I attended all focused on different cultures. This class and these events broadened my knowledge of different cultures, and it was a fascinating learning experience. In my future classroom I will have diverse student population, or cultures, ethnicities and races. I believe that this class, and these campus events, helped me learn about a variety of cultures and will help me to be a more understanding educator of my future students.

Aside from this assignment I have 30+ hours of diverse learning experiences observing and assisting in English classes across the state of Michigan. These diversity hours are a requirement of the CMU Teacher Education Program. In the Teacher Education Program I also took a class called Teaching Students in Inclusive Settings (SPE 504). This class focused on exceptional students with diverse learning capabilities and needs. I studied various cases of high needs students and brainstormed ways to help these students to the best of my ability in my future classroom.

It is my goal that over the course of my career and lifetime to promote the positives of a diverse student setting. I want ALL of my students throughout my career to feel cared for and thought of as important and vital to the classroom. Diversity will be celebrated and appreciated, but it will also be the norm. ALL children can and will learn in my classroom.
Raters scored the following ePortfolio rationales as Benchmark (1) or (0) – “Not good!”

Example 1 – Pedagogy

A unit plan fits in well with standard I was able to design instruction so that students are engaged with transferring knowledge across the curriculum. They are able to use language arts, social studies, math and science within this one unit plan. This helps students to realize and understand how all subjects are related.

Example 2 – Instruction/Assessment

The artifact Short to Long Lesson is a kindergarten math lesson that was taught during my pre-student teaching experience in 2010. The lesson helped the students practice sorting various objects by length. The artifact contains my lesson plan, assessment, and an evaluation of my teaching done by the host teacher. I chose to include this artifact because it is the first lesson that I created and taught to a class. This artifact fits Standard because I assessed the students' independent practice by using a checklist. I differentiated instruction by providing more guided practice to those who seemed to be struggling. I also made accommodations for a student with special needs. I gained growth in the area of small group instruction during this lesson.

Example 3 – Instruction/Assessment

The artifact that I selected for this standard is the book review assessment module that I developed for a book review writing assignment that I gave to a 7th Grade Language Arts course. This assignment involved the students choosing a fable, myth, tall tale, or legend of their choice and writing a review of the story. I selected this rubric as my artifact because it shows my understanding of how instructional decisions, grading, and assessment data are connected. I constructed a formal assessment module to ensure academic achievement of all students by providing students with the rubric when I explained the assignment.

Remember that when you are writing the rationales you need to be simple, but complete. Answer all parts of the questions with the necessary detail that gives the reader a clear picture of what you have completed and experienced. Do not assume that the reader knows anything about CMU.
Teacher Education ePortfolio Update Information

**Tips:** Consider using the following helpful websites (mostly free), or Applications to help you put together your ePortfolio:

**Skitch.com** This site helps you fuzz out the faces of any individual in pictures that you wish to use. Remember that since this material is for educational purposes, you are allowed to use pictures in the ePortfolio, but if you are unsure of permissions this is a great site to use.

**Teachers Pay Teachers** This site does just what it says. Teachers place materials they have created and other teachers are able to buy the materials that they are interested in. What is useful for the ePortfolio is the fact that there are many FREE downloads of borders, clip art, etc. that can be used in your ePortfolio. Our ePortfolio platform works wonderfully with Microsoft products so copying a border into MS Word/Works and then typing whatever you want inside that border will convert easily into your ePortfolio as a .jpeg.

**Classroom4teachers.org** This tool provides an opportunity for experimentation with the layout of your classroom without any heavy lifting!

**4Teachers.org** Works to help teachers integrate technology into the classroom by offering online tools and resources. This site helps teachers locate and create ready-to-use Web lessons, quizzes, rubrics and classroom calendars. There are also tools for student use. Discover valuable professional development resources addressing issues such as equity, ELL, technology planning, and exceptional students.

**mycutegraphics.com**. Clip Art, Clip Art Frames and Backgrounds for teachers, teacher created classroom lessons, web pages, blogs, scrapbooking, print and more.

**allfreeteacherresources.blogspot.com**. All FREE Teacher Resources has been designed to collect free downloads, site links, Teachers pay Teachers links, Facebook pages and anything that is free and appropriate for educators from the web.

**Genius Scan** This FREE application allows you to take a picture of a document (such as certificates, awards, etc.) and turns it into a PDF format which is what you want to save all documents as in your ePortfolio.

**Bitly.com** This site allows you to shorten the URL that is created by the ePortfolio and turns it into a shorter URL or a personalized URL depending on what you prefer. Please keep in mind that you cannot get rid of the URL in the ePortfolio if you use Bitly.com as the two sites are using the URL as a conduit.

**Weebly.com** This site is also an online ePortfolio Site that can be used within our ePortfolio. You may wish to utilize Weebly to access the free designs and setups that can be found within that program. Please remember that the security on Weebly cannot be guaranteed, thus using it within our ePortfolio program helps a bit. Only place material in Weebly that would not be content or picture sensitive.

**all-free-download.com**. This is all free borders, clipart, pictures, and vector graphics.

**Google images** Google is filled with free images that you are able to use in your ePortfolio. Use your imagination and creativity with this site.

**Planbook.edu** This site is a Planbook that can be tied to your ePortfolio and has all state standards, Common Core, etc. that you can electronically pull from for each grade level and subject matter.

**LinkedIn** Tie your ePortfolio to your ePortfolio and advertise yourself in that manner. Link up with Jen to see her ePortfolio!
How to add Pinterest to your ePortfolio: To get Pinterest boards onto your site, you will have to use an RSS feed. When you are in the edit mode for a page, click on the External content tab and you will see the first button. Click on it and drag it onto your portfolio. Next it will give you the option to enter a feed location. Here is where you will insert your URL to your Pinterest board. If you go to your Pinterest board in the URL it will have something like http://www.pinterest.com/username/education/ (where username will be your Pinterest username). Copy this link and paste it into your RSS feed. Next you will delete the forward slash at the end and replace it with .rss. So the finished feed location will look like this http://www.pinterest.com/username/education.rss. Next hit save. You won’t have to put in a username and password. Please note: Do NOT use your personal Pinterest boards. Please create a professional Pinterest site so that whoever looks at your boards is not delving into your personal life and interests.

How to add YouTube videos to your ePortfolio: Upload the teaching video to YouTube, which will require you to check private, public or unlisted. Check the unlisted choice and upload the video. Next make sure to copy the URL that is assigned to this unlisted video. Choosing unlisted will not allow the video to be searched out by the public. Then when you wish to place the video into your ePortfolio, click the edit page button. That will give you the tabs and icon choices to manipulate and create the work you wish to display. Choose the external content tab and then click the external media button. Drag that icon to the page you are working on and a box will pop up. Place the URL of the video into the Content URL box and hit save. You may wish to play around with the width and height AFTER adding the video.

Giving Access to Your ePortfolio

Giving Faculty Access to the ePortfolio prior to Student Teaching: Directions on how to give faculty access to your ePortfolio, and make sure that ALL of you bases are covered:

-Please give access through the Edit access button AND the Secret URL button.-

Go to the grey Share button under the Portfolio tab. Tip: Do not send out individual pages of the ePortfolio to your instructor unless specifically asked to do so, send the collection of your work.

Next to the collection name you have given you will find two buttons; one says Edit Access. Click the Edit access button. You will scroll down the page and find the Red statement that says Share with other users and groups. Click on that phrase. A box will come up that says Search and a drop down will appear that gives you a choice of friends, groups and users. Choose users and put in the name of your instructor. Click GO and their information will pop up. Hit add and then choose the length of time that they have requested access. Make sure that you then hit save once you have indicated the length of time you have given them access. The SAVE button is at the bottom of the screen.

The process for the Secret URL is much easier. You simply click the Pencil button next to the collection you are choosing to give access too and hit the ADD button. A URL will appear and you copy and paste that URL into an email for your instructor. Let them know that they now have access to your ePortfolio two different ways.

Giving ePortfolio Access to those OUTSIDE of CMU (Principals, Hiring Committees, etc.):
You simply click the Pencil button next to the ePortfolio collection you are choosing to give others access too and hit the ADD button. A URL will appear and you copy and paste that URL into an email for your intended viewer. You may place a time frame on how long that URL is good for. By clicking on the Pencil button next to the “X” you will find a calendar pop up to give you a “From” and “To” date that allows you to choose how long you wish that URL to work. Make sure that if you have multiple ePortfolios/Views you are sending the correct URL to the correct viewer. You would not want to send a personalized ePortfolio to the wrong school!
Exploring the ePortfolio Edit Icons

- This icon allows you to select the files that you have uploaded to the program. Remember that these files should be in PDF format for quick opening.

- This icon allows you to bring a created folder of specific materials into the desired view (page).

- This icon allows you to bring a selected group of pictures into the view, or from an external gallery.

- This icon allows you to add a single HTML file from your files area.

- This icon allows you to bring the actual pictures that you have saved to your files area into the view (page).

- This icon allows you to select files for embedded viewing.

- This icon will display all of the journals that you have created/saved in the journals section of the ePortfolio program.

- This icon will display only one of the journal entries that you have created/saved in the journals section of the ePortfolio program.

- This icon will display only the most recent journal entries you have created/saved in the journals section of the ePortfolio program.
This icon will display only the journal entries that have a particular tag in the created/saved in the journals section of the ePortfolio program.

This icon allows you to attach and choose the type of Creative Commons License (a license to protect your intellectual property) to your page/material.

This icon allows you to display a collection of pages in a simple navigation list. It is best to include a textbox over the navigation list explaining how to move through your ePortfolio so that the viewer does not miss a page of your work.

This icon allows you to display any plans that you have listed in the contents of the materials that you have in your profile.

This icon allows you to display recent forum posts that you have made on a particular group you have listed in your profile.

This icon will allow you to add any note(s) to your ePortfolio. It will allow you to bring materials from a MS Word document and paste into the text box.

This icon allows you to choose contact information that you placed in your Profile.

This icon allows you to choose profile information that you placed in your Profile.

This icon allows you to show your entire resume that you saved under your profile on the Dashboard page.
This icon allows you to show your **entire** resume that you saved under your profile on the Dashboard page.

This icon allows you to embed an RSS feed, Pinterest, ATOM or other websites of interest.

This icon allows you embed other external content such as YouTube, TeacherTube, Glogster, Slideshare, Vimeo, Voki, Wikieducator, Google, Prezi, Scivee.tv, Vimeo, Voicethread, and other outside sites you are needing tied to your ePortfoio.

This icon allows you to imbed Google apps that you may utilize, such as Google Calendar.
EDUCATION
December 2012 Central Michigan University, Mount Pleasant, Michigan
Bachelor of Science in Education, Elementary Provisional Certification, K-5
General Elementary: ZG Endorsement, K-5
Major: Language Arts, BX Endorsement, 6-8
Minor: Mathematics, EX Endorsement, 6-8
Summa Cum Laude

SPECIALIZED TRAINING
Michigan Literacy Progress Profile (MLPP) Certified
Writing Traits 6+1 Training

TEACHING EXPERIENCE
Fall 2012 Sheridan Elementary School, Petoskey, Michigan
Student Teacher, Fourth Grade, all subjects
• Team-teaching experience
• Developed and implemented a reading curriculum using trade books
• Served on Language Arts Curriculum Committee
• Developed a course outline that included state and local outcomes for the English and reading classes
• Incorporated a newspaper unit into curriculum
• Coordinated fund-raising projects for a fourth grade trip to Nature Center
• Developed and implemented a parent newsletter on both a classroom website and hard copy

May 2011 De LaSalle Elementary School, Oaxaca, Mexico
Pre-student teaching classroom experience, Third Grade, bilingual classroom
• Thirty hours of classroom experience
• Taught lessons to English language learners
• Learned more Spanish

Fall 2010 Sherwood Elementary School, Saginaw, Michigan
Pre-student teaching classroom experience, Fourth Grade, English and Reading
• Thirty hours of classroom experience
• Tutored students in classroom
• Taught two lessons: one on electricity and one on context clues
• Created an interactive bulletin board
• Worked with children during writing workshop
• Started walking program during recess
2006-2008  First Presbyterian Church, Clinton Township, Michigan
  
  Sunday School Teacher
  •  Assisted teacher with first and second grade classrooms during weekly night programs

PROFESSIONAL DEVELOPMENT
  Marzano Professional Development, October 2011
  Michigan Reading Association Conference, March 2010
  Writing with the MEAP in Mind, January 2009
  Reading and Writing Workshop, August 2008
  Red Cross First Aid, CPR and AED Certified
  Red Cross Water Life-guarding and Aquatic Safety Certified

HONORS
  Michigan Competitive Scholarship, Fall 2008 - Spring 2011
  Central Michigan University Board of Trustees Scholarship, Fall 2008-Spring 2010
  Dean’s List, Fall 2008 - Spring 2011
  Alpha Delta Kappa, Education Fraternity Scholarship, Fall 2008 - Spring 2011
  National Residence Hall Honorary, inducted Spring 2010

RELATED EXPERIENCES
  Central Michigan University, Mount Pleasant, Michigan
  Lifeguard, Student Activity Center, August - December 2006

  Mount Pleasant High School, Mount Pleasant, Michigan
  Assistant Varsity Soccer Coach, August 2005 – December 2006
  •  Coordinated transportation and developed season schedule for a team of 20 athletes
  •  Assisted with team selection and developed all conditioning exercises and drills for goal keepers

  Clinton Township Parks and Recreation, Clinton Township, Michigan
  Soccer Coach, August 2004 - August 2007
  •  Demonstrated basic techniques and encouraged teamwork for first and second year players
  •  Organized parent volunteers and coordinated end of season picnic

REFERENCES
List at least three references with all details including email address, home phone number, and titles.
  They should be related to your teaching expertise. They have watched you teach and given you feedback. Be sure to ask them if they will be a reference.

Mrs. Wonderful
  Cooperating Teacher, 4th grade placement
  Great Elementary School
  My World, Michigan 49585
  Email address:
  Cell phone number:
  Address:
Using Mahara: E-Portfolio Tips

Here are some helpful tips to help you create your Professional Teaching ePortfolio.

First, to make this process a little more clear, think of this portfolio you are making as different “Views” you are putting together into a “Collection”. Think of each “View” as a page in your portfolio. You bind it together as a “Collection” so it can be accessed in correct order that is easy for the reader.

WARNING: DO NOT USE THE PROFILE OR DISPLAY PAGES! PUT NOTHING IN THESE PAGES!!! YOU WILL NEVER BE ABLE TO SEND THOSE PAGES OUT TO EMPLOYERS, INSTRUCTORS, ETC.

The directions for loading a video to the ePortfolio are as follows:

- Upload the teaching video to YouTube, which will require you to check private, public or unlisted. Check the unlisted choice and upload the video. Next make sure to copy the URL that is assigned to this unlisted video. Choosing unlisted will not allow the video to be searched out by the public.

- Then when you wish to place the video into your ePortfolio, click the edit page button. That will give you the tabs and icon choices to manipulate and create the work you wish to display. Choose the external content tab and then click the external media button. Drag that icon to the page you are working on and a box will pop up. Place the URL of the video into the Content URL box and hit save. You may wish to play around with the width and height AFTER adding the video.

Submission of student work to instructors:

Granting Access through your global ID or Secret URL

Students would use the instructor’s global ID for granting continual access to the student’s work. Depending on the length of time a student chooses to give access, or instructors may want their students to give them access for the entire semester (don’t forget to give yourself time to work on this – it is not a one night assignment).

Secret URL’s can be generated of your ePortfolio. This secret URL is good for whatever length of time the student chooses to keep that URL active and is limited to only those that are provided the URL.

Students are discouraged from using the blogging feature and the friending feature – this is not Facebook. 😊

Directions on how to give faculty access to your ePortfolio, and make sure that ALL of your bases are covered:

-Please give access through the Edit access button AND the Secret URL button.-

- Go to the grey Share button under the Portfolio tab. Tip: Do not send out individual pages of the ePortfolio to your instructor unless specifically asked to do so, send the collection of your work.
Next to the collection name you have given you will find two buttons; one says **Edit Access**. Click the **Edit access** button. You will scroll down the page and find the Red statement that says Share with other users and groups. Click on that phrase. A box will come up that says Search and a drop down will appear that gives you a choice of friends, groups and users. Choose users and put in the name of your instructor. Click GO and their information will pop up. Hit add and then choose the length of time that they have requested access. Make sure that you then hit save once you have indicated the length of time you have given them access. The **SAVE** button is at the bottom of the screen.

The process for the Secret URL is much easier. You simply click the **Pencil button** next to the collection you are choosing to give access too and hit the add button. A URL will appear and you copy and paste that into an email.

This information is taken from several new ePortfolio books that have recently been written to give guidance on what you might include in your ePortfolio to set yourself apart from other candidates seeking the same job.

**Items to consider including, either as artifacts, evidence or informational:**

2. Adaptations for Exceptional Student
3. Anecdotal Records
4. Article Summaries or Critiques
5. Assessments – either those assessments that you have created for your students, or tests that you have taken personally that you have excelled on.
6. Awards and Certificates
7. Behavior Intervention Plans
8. Bulletin Board Ideas/Pictures
9. Case Studies
10. Certificates of Merit, Appreciation, Accomplishment, etc.
11. Classroom Management Philosophy
12. Community Involvement and Activities Participated in
13. Community Resources Documents
14. Content Organizers
15. Cooperative Learning Strategies
16. Curriculum Plans
17. Curriculum Plans with Culturally Responsive Focus
18. DATA Analyses of Student Learning
19. Differentiated Instruction Plans
20. Essays
21. Evaluations – outside sources that reference your teaching, and certainly your student teaching evaluations.
22. Field Trip Plans
23. Floor Plans for Classroom
24. Goal Statements – these might be vision statements of a teacher’s professional future, and their future classroom.
25. Grouping Structures
26. Homework Assignments/Philosophy
27. Individualized Education Programs
28. Interviews/Feedback from Learners, Teachers, Parents, Administrators
29. Inquiry Learning Situations
30. Journals
31. Lesson Plans
32. Letters of Recommendation – these might be from host teachers, professors, instructors, parents, students.
33. Letters to Parents or Caregivers
34. Management or Organization Strategies
35. Meetings and Workshops Log
36. Multidisciplinary Learning Plans
37. Notes, Cards and other Positive Sentiments – student and parent sentiment that you have received while teaching.
38. Observation Reports
39. Parent/Teacher Conference Summaries
40. Peer Critiques
41. Personal and/or Professional Goals – things that a teacher wants to achieve in his or her career
42. Philosophy Statement – create a short statement documenting what you believe as a teacher about students and learning
43. Pictures/Photos – related to the classroom activities and curriculum
44. Portfolios of Students
45. Positions Papers
46. Problem-Based Learning
47. Problem-Solving Logs
48. Professional Development Plans
49. Professional Organizations and Committees List
50. Professional Reading List
51. Project-Based Learning Curricula
52. Projects
53. References
54. Research Papers
55. Resume – placed in front, and make sure that it is in several different formats that are easily access
56. Rubrics
57. Rules and Procedures Descriptions
58. Schedules
59. Scope and Sequence Charts
60. Seating Arrangement Diagrams
61. Self-Assessment Instruments
62. Service Learning Projects
63. Simulation Experiences
64. Student Contracts
65. Student Work Samples – related to a unit of study and standard
66. Table of Contents – showing how the document is organized
67. Teacher Made Materials
68. Technological Resources
69. Theme Studies
70. Unit Plans – units of study for students, and some of the most valuable evidence to a hiring committee.
71. Video Scenario Critiques
72. Volunteer Experience Descriptions
73. Work Experience Descriptions
74. Work from Arts/Activity Based Learning
75. Why should you be hired?

The following tips are here due to students either sharing with me their own experiences, tips, frustrations, etc. Please keep in mind that if you find something that helps you as you build your ePortfolio, please share these with Jen. I love to see and hear new ideas for the ePortfolio that you come up with!

Helpful Tips that you might consider using in your ePortfolio:

* Students have used Pinterest in their ePortfolio. You might consider creating a separate account dedicated to education on Pinterest – this provides you with the assurance that only education pins are what will be viewed by those that see your ePortfolio.

* You might consider Glogster. Students have utilized their Glogster accounts and created pages dedicated to how they would use the site in their classroom.

* Utilize Bitly.com to shorten or personalize the long URL’s that the ePortfolio creates. Remember to NOT get rid of the URL that the ePortfolio generates if you are using it for Bitly.com – The directions for using Bitly are on the front page of the site as of the writing of this packet. The site is free to use by anyone. Shortening Access URL’s: www.bitly.com This site will shorten and customize the automatically generated URL that the ePortfolio program creates. Make sure that you do not get rid of the original ePortfolio URL as that is what Bitly.com is using to access the ePortfolio.

* Many materials that you will place in your ePortfolio will need to be scanned. If you have a smartphone or tablet with a camera, you may wish to use Genius scan.com which is a free application you can download and use to scan your documents, awards, letters, etc. that will set you apart from others.

* Start your ePortfolio ASAP! Do not wait until the end of the semester when you have documents that are due. The more that you use the ePortfolio as a repository and storage device (such as iCloud) the more documentation that you have to draw from later.

* Consider saving your weekly lesson plans in your ePortfolio and sending the URL to the Principal for their viewing. This will get the principal looking at your work, your ePortfolio’s development, and your credentials.
*Take pictures and video in your classroom. Make sure that the host teacher is aware and has approved this. Any photo or video that is used for educational purposes, and this meets that criteria, may be used in your ePortfolio. If there is a parent that does not want their student photographed, make sure you adhere to their wishes. Photos and videos should be focused on you being engaged in teaching. Not focused on individual children.

*When you videotape, consider planting the video recorder somewhere that students can get used to it being in the room, or in a place that they do not know about. Do a sample so that you make sure that voices can be heard on the tape.

*Keep a camera at the ready in your classroom. You do not want to miss opportunities to take pictures that will show the engagement taking place when you teach.

*Make sure that all photos that you have in your ePortfolio are identified with a two to three sentence explanation of what they are about. Consider taking pictures of bulletin boards, word walls, artwork that students do. Explain the works connection to Standards/Common Core.

*Design pages that are easily read, inviting and supportive of the work that you do. Include color, clip art, and skilled arrangement. Work on colorful captions and distinguish your work.

*Make sure that you label all of your assignments and documents in a manner that is easily accessible.

*You are attempting to “sell” your abilities, gifts, knowledge, and training. You have to “brag” and put a spotlight on what you are capable of doing. You are a minimum of a $2 million dollar investment to a school district. You need to make sure that you have convinced them that you are worth the investment that they are making in you.

*Consider putting a page into your ePortfolio dedicated to each school district that you are going to interview/apply to. They want to know that you are as interested in them, as they are in you. Are you going to be a loyal employee? Are you going to put time and effort into helping in the community, school district, etc.?

*At least half of the artifacts that you choose for the meeting the standards should be from your student teaching. You want the bulk of your ePortfolio to be a reflection of the growth that has taken place during your student teaching experience. Do NOT go negative! Make sure that you discuss the difficulties or weaknesses that you have had to overcome, but be positive in how you discuss that.

*Make sure that you are constantly refining the ePortfolio. Hopefully you will quickly see the great potential that the ePortfolio has for being the foundation of your Evidence Binder that K-12 instructors are now required having each year. The more that you use the ePortfolio now, the easier that it will make it to use the ePortfolio later (develop the habit!). As a graduate of CMU the commitment has been made to keep the ePortfolio accessible to you as you move into the next phase of your Professional life.

*Speak to the Professional skills that you have. Are you able to get to work on time? Do you dress professionally? Make sure that pictures that you have of yourself in the ePortfolio reflect that Professional that is needed in every classroom.
*Ask others to look over your grammar, spelling and punctuation. It is absolutely critical that there are no errors in your writing. That is the sort of thing that will separate those that get an interview from those that do not. Make sure that you have gone through everything, and have others look it over. Do not rely on instructors and Coordinators to do that. They have too many documents to look at and that is not their job to grammar check students.

*Consider paying a proofreader who will be honest with you. Make sure that this person will invest the time that is needed and give you constructive feedback and suggestions.

*Consider adding a page for your Subject Area Specialization and Certification. You need to make sure that the administrator knows quickly what it is you are certified to teach. That is very critical for them to know.

*Make sure that you are incorporating reflection into your ePortfolio. As a pre-service teacher it is important that administrators and Principals see that you are considering what it is that went well, and what you would change after teaching a lesson.

*Consider placing a box with an explanation for where things are at and what is included in the ePortfolio. Have you explained to the viewer how they should navigate through your ePortfolio?

*Make sure that your Resume is accessible in any manner that the interviewer wants it.

*Be positive in all that you present. Have a great attitude and it will pay off.

*Do NOT over load the ePortfolio. You want your BEST work to be on display. Sometimes less is more. Make sure that you have materials that are useful in the ePortfolio. DO NOT WASTE ANYONE’s TIME!!!

ADDITIONAL NOTES:
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## PSMT / CLeaR / InTASC Standards

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<thead>
<tr>
<th>PSMT</th>
<th>CLeaR</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Standards of Michigan Teachers</td>
<td>Central Michigan University’s Standards for all Teacher Education Candidates</td>
<td>Interstate Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards</td>
</tr>
</tbody>
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<th>CLeaR Standard</th>
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<tbody>
<tr>
<td>#1 - Liberal Arts Program</td>
<td>#1 - Subject Matter</td>
<td>Standard #4 – Content Knowledge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard #5 – Application of Content</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard #7 – Planning for Instruction</td>
</tr>
<tr>
<td>#2 - Instruction/Assessment</td>
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<td>Standard #6 – Assessment</td>
</tr>
<tr>
<td>#3 - Pedagogy</td>
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<td>Standard #1 – Learner Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard #3 – Learning Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard #8 – Instructional Strategies</td>
</tr>
<tr>
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</tr>
<tr>
<td>#5 - Relationship to School</td>
<td>#4 - Diversity</td>
<td>Standard #2 – Learning Differences</td>
</tr>
<tr>
<td>#6 - Relationship to Community</td>
<td>#5 - Professionalism</td>
<td>Standard #9 – Professional Learning and Ethical Practice</td>
</tr>
<tr>
<td>#7 - Technology</td>
<td>#6 - Technology</td>
<td>Standard #10 – Leadership and Collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Integrated throughout all 10 InTASC Standards</td>
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The CLeaR Conceptual Model

The graphic focuses on the teacher education candidate leaving the Central Michigan University teacher education program as a PROFESSIONAL PRACTITIONER ready for the classroom. The three supporting areas focus on the effective practices of a professional practitioner:

Tenet #1: Concept and Knowledge Driven – A professional practice that is concept- and knowledge-driven has, as its foundation, content knowledge. This knowledge base is acquired through serious study and developed through research. Effective practitioners possess both content knowledge and the pedagogical knowledge that enables them to make ideas accessible to others (Darling-Hammond, 2000; Ferguson & Womack, 1993; Shulman, 1988; Guyton & Farokhi, 1987).

Tenet #2: LEArner Centered – A professional educational practice that is learner-centered focuses on the cognitive, affective, and physical needs and characteristics of each learner. It is based on the belief that all learners grow and develop throughout life and that all students can learn. Effective practitioners must be skilled in recognizing and meeting the needs of diverse learners (Darling-Hammond, 1998; Darling-Hammond, 1998, 1997).

Tenet #3 Reflective – A reflective professional practice is guided by research and knowledge of the educational environment. It strives to improve student learning, instructional strategies, and educational processes through ongoing assessment and evaluation. It recognizes the wide variety of cultural, ethnic, racial and socioeconomic backgrounds of the community and utilizes local assessment data and current research to guide reflective decision-making processes that influence the student, educator, and the educational institution and community. Effective practitioners make decisions based on knowledge and critical reflection guided by professional ethics and integrity (Yost, Senter, & Forlenza-Baily, 2000; Hatton & Smith, 1995; Schon, 1987, Dewey, 1933).

These areas are defined further with identified areas of focus in the teacher education program at CMU:

- Subject Matter
- Assessment
- Pedagogy
- Diversity
- Professionalism
- Technology

Interstate Teacher Assessment and Support Consortium (InTASC) Core Teaching Standards are aligned to the CMU CLeaR Model. Each CLeaR Standard identifies the corresponding InTASC standard.

<table>
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<td>Standard #1 – Learner Development</td>
</tr>
<tr>
<td>Technology</td>
<td>Standard #2 – Learning Differences</td>
</tr>
</tbody>
</table>

Standard #3 – Learning Environment
Standard #8 – Instructional Strategies
Standard #9 – Professional Learning and Ethical Practice
Standard #10 – Leadership and Collaboration

Integrated through all 10 InTASC Standards
# St. 1 – Subject Matter; St. 2 - Assessment

**Subject Matter** – The teacher candidate demonstrates a thorough knowledge of their chosen subject matter by successfully completing an approved program of study that blends content and effective instructional strategies.

| Ability to identify the central concepts, principles, processes, and interdisciplinary themes of the content area. | 7h |
| Ability to present subject matter to others in effective, concrete, and conceptual terms with a focus on content vocabulary. | 4j |
| Ability to design lessons and use technology effectively in the content area reflective of district adopted content standards and the learning progression of the content. | 7g, 7k |
| Ability to convey knowledge of cognitive, social and environmental factors that affect individual student’s engagement in the learning process and helps learners develop high level skills. | 4j |
| Ability to diagnose the individual needs and strengths of the learners and able to adjust plans based on student assessment. | 7l, 7j |
| Ability to apply content to real world context to build global awareness and understanding misconceptions building students background knowledge. | 4m |

InTASC: Standard #4 - Content Knowledge  Standard #5 - Application of Content  Standard #7 - Planning for Instruction

**Assessment** – The teacher candidate successfully designs, implements, monitors, measures, analyzes, evaluates, documents and reflects on student assessments to adjust learning and teaching.

| Ability to assess the extent of students learning to meet targeted learning outcomes and provides feedback to all learners. | 6l |
| Ability to identify individual differences in the context of learning subject matter. | 6k |
| Ability to effectively design, adapt, or select assessment tools and techniques for all learners | 6k |
| Ability to apply the principles of human development and learning in preparation for the assessment of instruction and learning. | 6p |
| Ability to use and understand Formative and Summative assessment. | 6j |
| Ability to analyze various assessment data to make instructional decisions, to reflect on those decisions, and to make changes that help students meet identified standards. | 6o |

InTASC: Standard #6 - Assessment
## Pedagogy – The teacher candidate demonstrates knowledge of instructional skills, and learner characteristics, sufficient to systematically design and deliver engaging and appropriate instruction.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8k</td>
<td>Ability to identify, explain and apply a variety of research based methods and strategies to achieve learning goals.</td>
</tr>
<tr>
<td>8k</td>
<td>Ability to design learning based on identified central concepts, principles, processes, and structures of the content for life-long learning.</td>
</tr>
<tr>
<td>8l</td>
<td>Ability to use a variety of effective instructional strategies to engage students based on the diverse needs of the learner.</td>
</tr>
<tr>
<td>1d</td>
<td>Ability to apply principles of human development and learning in design and implementation of lessons appropriate and challenging to the learning experiences.</td>
</tr>
<tr>
<td>1c, 1g</td>
<td>Ability to implement and modify instructional strategies through understanding how learners grow and develop cognitively, linguistically, socially, emotionally, and physically and designs and implements developmentally appropriate and challenging learner experiences.</td>
</tr>
<tr>
<td>1f</td>
<td>Acceptance and use of student ideas and questions to make instructions relevant to the learner.</td>
</tr>
<tr>
<td>3l</td>
<td>Ability to incorporate alternate points of view, opinions, and beliefs.</td>
</tr>
<tr>
<td>3i</td>
<td>Ability to identify, encourage and develop responsibility and leadership abilities in students as they take ownership of their learning.</td>
</tr>
<tr>
<td>3j</td>
<td>Ability to plan and implement cooperative learning strategies so learners work productively and cooperatively.</td>
</tr>
<tr>
<td>3k</td>
<td>Ability to establish a learning environment that motivates student learning and develops close teacher-learner relationships, creating a sense of belonging.</td>
</tr>
<tr>
<td>3m</td>
<td>Ability to manage the learning environment to actively engage students by organizing, allocating, and coordinating resources of time, space, and learner’s attention.</td>
</tr>
<tr>
<td>8j</td>
<td>Ability to use techniques that support problem solving, invention and memorization.</td>
</tr>
<tr>
<td>8o, 3m</td>
<td>Ability to evaluate and utilize media and technology to support content and skill development.</td>
</tr>
<tr>
<td>8n</td>
<td>Ability to convey ideas through oral, written, nonverbal, digital, and visual forms of communication.</td>
</tr>
</tbody>
</table>

## Diversity – The teacher candidate understands both individual and group differences as they design and deliver effective instruction to diverse populations of learners. Diversity includes both individual differences in personality, interest, learning modalities, and life experience, and group differences in race, ethnicity, ability, gender identify, gender, expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background. Diversity is also integrated throughout the components of the CLeaR Model as teachers meet the individual differences of students and other adults.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2j</td>
<td>Ability to accept and respect all individual differences.</td>
</tr>
<tr>
<td>2k</td>
<td>Ability to be open to and appreciative of, a wide variety of perspectives and ideas.</td>
</tr>
<tr>
<td>2h</td>
<td>Ability to design and deliver instruction to a diverse population of learners.</td>
</tr>
<tr>
<td>2g, 2i</td>
<td>Ability to seek knowledge of individual differences and diverse cultures and communities enabling each learner to meet high standards.</td>
</tr>
<tr>
<td>2n</td>
<td>Ability to articulate explicit expectations for safe, positive, and respectful learning environment.</td>
</tr>
</tbody>
</table>

**InTASC:** Standard #1 - Learner Development
**InTASC:** Standard #3 - Learning Environment
**InTASC:** Standard #8 - Instructional Strategies

**InTASC:** Standard #2 - Learning Differences
### St. 5 – Professionalism; St. 6 - Technology

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Description</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher candidate demonstrates the professional dispositions and knowledge of the school community necessary to be successful in the classroom.</td>
<td></td>
</tr>
<tr>
<td>- Ability to demonstrate knowledge of common information, concepts, principles, dispositions, and perspectives needed to be a professional educator.</td>
<td>10f</td>
<td></td>
</tr>
<tr>
<td>- Ability to demonstrate commitment to the educational process and sets high student expectations.</td>
<td>10o</td>
<td></td>
</tr>
<tr>
<td>- Ability to be open to, build upon, and implement professional growth aligned with feedback from multiple sources.</td>
<td>9k</td>
<td></td>
</tr>
<tr>
<td>- Ability to be positive, ethical, responsible, and collegial in interactions with students, colleagues and other educators.</td>
<td>10c, 10q</td>
<td></td>
</tr>
<tr>
<td>- Ability to use inquiry strategies to expand knowledge and understanding of educational research findings and their applications to expand their professional knowledge base to improve student learning.</td>
<td>9g</td>
<td></td>
</tr>
<tr>
<td>- Ability to demonstrate behaviors, attitudes and activities that are congruent with the expectation of students as members of a community of learners to support high expectations for student learning.</td>
<td>10o</td>
<td></td>
</tr>
<tr>
<td>- Ability to self-identify classroom or instructional issues that leads to participation and leadership in professional activities.</td>
<td>10j, 10k</td>
<td></td>
</tr>
<tr>
<td>- Ability to communicate, collaborate and build quality relationships with PK-12 students, parents, colleagues, agencies and greater community both face to face and virtually.</td>
<td>10n</td>
<td></td>
</tr>
<tr>
<td>- Ability to work with others in K-12, to deepen knowledge, to improve instructional skills, and to develop their ability to use data in decision-making to support learners.</td>
<td>10l, 9h, 9i</td>
<td></td>
</tr>
<tr>
<td>- Ability to communicate effectively in oral and written communication skills.</td>
<td>9n</td>
<td></td>
</tr>
<tr>
<td>- Ability to manage time and commitments in order to align family and community responsibilities.</td>
<td>10o</td>
<td></td>
</tr>
<tr>
<td>- Ability to use laws related to learners’ rights and teacher responsibilities effectively.</td>
<td>9j</td>
<td></td>
</tr>
</tbody>
</table>

InTASC: Standard #9 - Professional Learning and Ethical Practice

### Technology – The teacher candidate demonstrates the ability to use appropriate technology for information management, communication, and instruction. Elements of this standard are integrated throughout all of the standards identified in the CLeaR Model (professionalism, pedagogy, subject matter, diversity and assessment). InTASC

<table>
<thead>
<tr>
<th>Technology</th>
<th>Description</th>
<th>InTASC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The ability to integrate a variety of instructional technologies and strategies appropriate for the depth of learning (analytical thinking, critical thinking, evaluative thinking, intuitive thinking, and divergent thinking) and type of content (cognitive, psychomotor, affective).</td>
<td>3j, 3m</td>
</tr>
<tr>
<td>- Ability to guide and use technology that meets the needs of a wide range of individual differences of varied learning abilities to effectively meet district learning goals.</td>
<td>5l, 7k</td>
<td></td>
</tr>
<tr>
<td>- Ability to use technology to gather, process, analyze, evaluate and communicate information and ideas to work productively and cooperatively with others.</td>
<td>3j, 8o, 10h</td>
<td></td>
</tr>
<tr>
<td>- Ability to use technology to manage district required data and responsibilities.</td>
<td>8o</td>
<td></td>
</tr>
<tr>
<td>- Ability to promote responsible use of technologies to extend learning and is able to evaluate issues of ethics related to information and its use.</td>
<td>3m, 5k</td>
<td></td>
</tr>
</tbody>
</table>

InTASC: 3j, 3m, 5k, 5l, 7k, 8h, 8o, 10n - InTASC integrates technology into every aspect of teaching, thus there is not a standalone Technology standard.
What ePortfolios Provide CMU

What do ePortfolios provide to the University?

- Student guidance
- Connections between multiple disciplines
- Collaboration of staff and students
- Promotion and Tenure
- Identity of best work
- Documentation of program’s progress
- Faculty development
- Advancement of pedagogy
- Lifelong Learning
Use of ePortfolio in Coursework

1. Identify Standards / Content to teach in course
2. Instructor sets goals and expectations
3. Instructor establishes assignment to be included in ePortfolio
4. Students undertake learning activities
5. Student connects and plans for lifelong learning that ties to course
6. ePortfolio is submitted and accessed
7. Student makes adjustments / changes based on instructor comments
8. Instructor assesses the ePortfolio
9. Instructor provides student with feedback
10. Student takes ePortfolio on to next course in the Professional Education Sequence
11. Set up course / syllabus incorporating ePortfolio
12. Instructor engages students in learning
13. Students undertake learning activities
Use of ePortfolio in Coursework (cont.)

- Student sets goals and plans for the course
- Student makes connections with prior and future learning
- Student sets up site; learning activities begin
- Student reflects/journals; gather evidence
- Students collaborate with others
- Students receive/provide feedback
- Students provide instructor with access

ePortfolio use in Teacher Education course
Development of ePortfolio Content

Student Experiences

CMU Courses

Fieldwork