**Eastern Connecticut State University**

**Core I Portfolio**

**Part I: Context of Learning Profile**

**Purpose:** The purpose of this assignment is to demonstrate your ability to gather relevant information and to develop a Context of Learning profile of the classroom that will enable you to contextualize students’ learning and development relevant to a content area. Effective educators establish a classroom profile to identify the unique strengths and challenges, as well as the needs, of the classroom students in order to support their academic and developmental (e.g., socio-emotional, motor, self-efficacy, self-regulation, executive function) advancement.

For your CORE I portfolio, you should begin developing your Context of Learning profile as early as possible in order to better understand the classroom context and the needs of the students. The profile will inform subsequent assignments within the CORE. In order to complete your profile, you will need to engage with the classroom teacher and students. The Context of Learning profile should focus on a particular class and one content area of your choosing. You may also choose to focus on a small group of students within the class, if deemed appropriate. If so, you will need to explain your decision to do so and describe the unique learning attributes of the group.

Critical Steps in the Development of a Context of Learning Profile

1. Selection of the classroom and content area. Because you will participate in class instruction periodically, it is important to focus your attention on a single classroom in the event that you will work with multiple classrooms. You may also narrow your focus to a content area of your choosing.
2. Should you choose to create a profile for a particular sub-group of students, be sure to explain your reason for doing so. For example, these sub-group may be comprised of a particular reading group, a group of students receiving remedial or enrichment instruction, etc.
3. Design an activity to introduce yourself to the class and to learn students’ perspectives of what they already know within the content are and/or their beliefs about the content area. You may create an interactive activity or a survey. Be sure to document the instrument(s) or strategy(ies) you choose.
4. Prepare to speak with your host teacher to discuss content learning and developmental level(s) of the students in his/her classroom.
5. Collect and record data in order to present your Context of Learning Profile electronically. This will demonstrate your ability to manage and present data electronically. You may use resources such as excel, google sheets, etc. A Context of Learning Profile template has been prepared for you.
6. Use the Classroom learning profile, along with other relevant evidence to guide your instructional interactions during CORE I, bearing in mind that students’ learning attributes are not stagnate and may change during the course of the academic year.

**Context of Learning Profile:** The Context of Learning Profile should include the following information aligned with the Candidate Learning Framework (Data Literacy: 2, 7):

* Classroom Demographics: Age, gender, and race/ethnicity composition of the students;
* Learning Attributes: Physical abilities, developmental and learning (dis)abilities, socio-emotional competency, and other individual variations.
* Content Learning: Grade level target; Current knowledge within the content area
* Classroom Behavior: Particular behavior concerns and our supports for student learning
* Other aspects as relevant to your program of study.

**Finalizing and Submission:** You will submit your work on TK20. Your submission must include two parts: 1) Context of Learning and Development Profile, and 2) Reflective Summary. Before turning in your work, make sure to: 1) Include your name on all the documents, 2) Remove all identifiers about the school, the teacher and the students.

**Implementation Chart:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Physical Education** | **Early Childhood Education** | **Elementary Education** | **Secondary Education** |
| **Undergraduate** | HPE 363 | ECE 315 | EDU 304 | EDU 300 |
| **Graduate** | Na | ECE 514 | EDU 511 | EDU 511 |

**Responsibilities of Program Faculty:** Clinical faculty (e.g., University Supervisor and host teacher) as well as faculty teaching the courses listed in the Implementation Chart (above) are responsible for providing timely feedback on candidates’ Context of Learning Profile in writing.

**Responsibilities of Candidates:** Candidates must follow the timeline established by their course instructor or university supervisor and submit all materials for this assignment in TK20. Non-submission will jeopardize successful completion of CORE I and one’s status in the teacher education program.

**Eastern Connecticut State University**

**Core I Portfolio**

**Part II: Lesson Observation and Reflective Analysis on Student Engagement**

**Purpose:** The purpose of this assignment is to demonstrate your ability to observe and document teacher actions and behaviors that support student engagement; to interview the teacher about their intentional plans for engaging diverse students; and to observe and document the effect of the environment (including materials) on student engagement. Candidates will be expected to prepare a reflective analysis that aligns their observations to Eastern’s Candidate Learning Outcomes (CLO).

**The Observation:** Following the creation of your Context of Learning Profile, you will observe a Prek-12 lesson (as guided by your instructor) at your clinical placement. This observation should last 30-45 minutes and should be long enough for you to make sound judgments during your reflection. You should focus your attention on the classroom environment, the interactions among students and the interactions between the students and the teacher(s). Be sure to take notes so that you will not forget what you have observed. You should take notes on activities, students’ participation, what the teacher does to encourage student participation, and how he/she differentiates for diverse students. You may also record your thoughts or wonderings about the interactions during the observation. Some questions that come to mind are: Do the students seem to understand the objectives of the activities? Do students actively participate (why/why not)? How does the teacher create a welcoming environment for students to participate/ask questions?

**The Interview:** Following your observation, you should plan on interviewing the teacher either on the same day, or at an appropriate time. If you are unable to conduct the interview on the same day as the observation, please try to do so within a week. During the interview, you will explain the purpose of the assignment again to your host teacher and ask the following questions:

* What factors influenced you to become a teacher? How long have you been a teacher?
* What is your process for planning instruction, including determining learning objectives and maintaining student engagement?
* For the class I observed, what did you want students to know and be able to do by the end of the lesson? What were your plans for differentiating instruction for specific children?
* If you were to teach the same lesson again, what would you do differently to engage students in the teaching and learning process, if anything at all, and why?

Be sure to take notes during the interview.

**The Analytical Reflection:** The goal of the reflective analysis is to review and interpret all your notes from your observation and interview, in regards to planning for instruction and student engagement. You will elaborate on what you have learned about the process of teaching within the context of the Candidate Learning Outcomes, focusing specifically on the Learner and Learning (CLO Domain I: Intentional Teaching; CLO Domain II: Data Literacy; CLO Domain III: Cultural Competence).

Please structure your reflective commentary as responses to the following questions:

1. How did the students engage in the lesson to meet the instructional goals? Be sure to comment on all aspects including the peer/teacher interactions, guided/independent activities, materials and environment? (CLO Domain I: Intentional Teaching; CLO Domain III: Cultural Competence)
2. Given what you know about the teacher’s instructional aims, what do you think were the positive or negative outcomes of student engagement to meet the aims? Provide specific examples to justify your perspectives. (CLO Domain II: Data Literacy)
3. Identify a specific CLO standard that you believe was accomplished during the lesson. Be sure the name the standard and explain your rationale clearly.
4. What insights have you gained about planning for active learning and for fostering student engagement and how might these influence your future teaching practices within your Eastern program, were you to work with a similar group of students (referenced by the Context of Learning Profile)? (CLO Domain I: Intentional Learning)

**Finalizing and Submission of Work:** You will submit your work on TK20. Your submission must include two parts: 1) Notes from your observations and interview and 2) the reflective, as outlined above. Before turning in your work, make sure to: 1) Include your name on all the documents, 2) Remove all identifiers about the school, the teacher and the students.

**Implementation Chart**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **KPE** | **ECE** | **ELE** | **SEC** |
| **Undergraduate** | HPE 363 | ECE 330 | EDU 304 | EDU 300 |
| **Graduate** | Na | ECE 514 | EDU 511 | EDU 511 |

**Responsibilities of Program Faculty**: Clinical faculty (e.g., University Supervisor and host teacher) as well as faculty teaching the courses listed in the Implementation Chart (above) are responsible for providing timely feedback on candidates’ Context of Learning Profile in writing.

**Responsibilities of Candidates:** Candidates must follow the timeline established by their course instructor or university supervisor and submit all materials for this assignment in TK20. Non-submission will jeopardize successful completion of CORE I and one’s status in the teacher education program.

**Eastern Connecticut State University**

**Core I Portfolio**

**Part III: Lesson Observation and Reflective Analysis of Content Learning**

**Purpose:** The purpose of this assignment is to demonstrate your ability to observe a PreK-12 content lesson (specific to your program) and document instructional practices that facilitate students’ content learning and analyze the plan informing the lesson. Candidates will be expected to prepare a reflective analysis that aligns their observations and lesson plan to Eastern’s Candidate Learning Outcomes (CLO).

**The Observation:** Following the creation of your Context of Learning Profile and the Student Engagement assignment, you will now focus your observation on students’ content learning. You will observe a Prek-12 lesson (as guided by your instructor) at your clinical placement. Please note that this lesson could include any appropriate learning and development activity. This observation should last 30-45 minutes or should be long enough for you to make sound judgments during your reflection. You should purposefully focus your attention on the content lesson aim(s) (i.e., what students should *know* about and be able to *apply or do* with the content knowledge) and how the lesson materials and teacher scaffolding (including technological resources, questions and cues) are used as tools to foster content learning. Be sure to take notes so that you will not forget what you have observed. Your notes could include language prompts, verbal and non-verbal cues, and the use/modification of materials to foster content learning for diverse learners. Do keep in mind that these do not refer to classroom management strategies. You may also record your thoughts or wonderings about the lesson during the observation. Some questions to guide your observations/thinking are: What are the academic language demands? How do the questions help students to demonstrate what they do or do not know? How do the lesson materials clarify or reinforce the key concepts of the lesson? How do students respond to the lesson materials, verbal and non-verbal cues? Do students seem to make progress toward the lesson objectives *as a result of* the language prompts and materials? Why/why not?

**The Lesson Plan Analysis:** Prior to completing the lesson plan analysis, discuss the lesson with the teacher noting his/her goals and deign logic. You should preferably have this conversation before your observation. Complete the lesson plan analysis based on both your observation and your discussion with the teacher. Take notes to use as evidence during your analytical reflection. You should consider the following questions:

* What standards are being addressed? What are the content and language objectives?
* What teaching strategies are observed? Discuss the underlying theories of learning and development of the instructional approaches?
* What types of assessment activities occur?

**The Analytical Reflection:** The goal of the reflective analysis is to review all your notes from your observations/discussions and lesson plan analysis, in regards to facilitating students’ content learning within the context of the Candidate Learning Outcomes, (Domaine I: Intentional Teaching; CLO III: Cultural Competence).

Please structure your reflective commentary as responses to the following questions:

1. Briefly outline ways in which the teacher intentionally planned his/her instruction to support content learning by diverse learners. (CLO Domain I: Intentional Teaching; CLO Domain III Cultural Competence)
2. How did students use classroom materials (including technology, lesson guides, etc.) to engage in content learning? (CLO Domain I: Intentional Teaching)
3. How did students respond to the language prompts (e.g., verbal/ non-verbal content clues, open-ended questions) to demonstrate content related knowledge, skills and/or problem-solving during the lesson? (CLO Domain I: Intentional Teaching)
4. Identify a specific CLO standard that you believe was accomplished during the lesson. Be sure the name the standard and explain your rationale clearly.
5. What insights have you gained about planning instruction and implementation for content learning and how might these influence your future teaching practices within your Eastern program, were you to work with a similar group of students (referenced by your Context of Learning Profile)? (CLO Domain I: Intentional Learning)

**Finalizing and Submission of Work:** You will submit your work on TK20. Your submission must include two parts: 1) Notes from your observation, teacher dialog and lesson plan and 2) the Reflective analysis, as outlined above. Before turning in your work, make sure to: 1) Include your name on all the documents, 2) Remove all identifiers about the school, the teacher and the students. Estimated length 2 pages.

**Implementation Chart:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Physical Education** | **Early Childhood Education** | **Elementary Education** | **Secondary Education** |
| **Undergraduate** | HPE 363 | ECE 330 | EDU 316 | EDU 410/414 |
| **Graduate** | Na | ECE 514 | EDU 516 | EDU 510/514 |

**Responsibilities of Program Faculty:** Clinical faculty (e.g., University Supervisor and host teacher) as well as faculty teaching the courses listed in the Implementation Chart (above) are responsible for providing timely feedback on candidates’ Context of Learning Profile in writing.

**Responsibilities of Candidates:** Candidates must follow the timeline established by their course instructor or university supervisor and submit all materials for this assignment in TK20. Non-submission will jeopardize successful completion of CORE I and one’s status in the teacher education program.

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**Core I Portfolio**

**Part IV: Looking Backwards and Looking Forward (LBLF)**

This assignment is specifically designed as the culminating assignment for your CORE I portfolio. It will further your reflective practice and to help you establish measurable learning and professional development goals during fieldwork, pre-student teaching and student teaching (i.e., clinical practice). This assignment will help you to engage in purposeful conversations with your cooperating teacher/mentor and university supervisor during your following clinical experiences. In addition, you will anchor your self-examination within the language of the Eastern Connecticut State University’s Candidate Learning Outcomes. The assignment, along with others, is designed to help you to more fully and coherently articulate your professional practice, as related to these outcomes.

This reflective assignment should be constructed in **no more than one and one-half pages**. It is to be competed in two parts: Looking Backwards: Reflective Practice and Looking Forward: Goal Setting. You must construct your work in a narrative format.

**Looking Backwards: Reflective Practice**

Review your previous CORE I assignments. Examine your prior experiences working with students. Consider their grade/functional levels and the content/disciplines for which you designed and implemented instruction. Consider the learning outcomes that resulted, the challenges you faced, and your core beliefs about teaching and learning. Afterwards, address the following questions.

1. Name and describe impacts you have had P-12 students' learning and/or development (e.g. psychological, motor, sociological, executive function, self-efficacy, self-regulation, persistence).
2. Discuss ways in which you have used feedback from your teacher education

Program (e.g., faculty, cooperating teacher, university supervisor, course assessments) to improve your practice.

1. Identify a minimum of three standards of the Eastern Candidate Learning Outcomes that you view as your strongest attributes and discuss why. Identify the specific standards (not the domain) by name.
2. Reflect on your next phase of clinical practice. Discuss any issues of concern and explain why.

**Looking Forward: Goal Setting**

For this section you will construct two to three (2-3) professional goals for your next field/clinical experience, anchored by your Looking Backwards: Reflective Practice exercise (above). Your goals should address areas of change for your teacher behaviors that you wish to develop as a result. Each goal should have a clear outcome (e.g., Strengthen my classroom management skills; To increase my confidence for instructional delivery; To work with three different groups of students).

Once you have established your clear, measurable goals, enumerate each:

1.

2.

3.

4.

Next, explain how each is aligned with a particular Candidate Learning Outcome standard (not the domain). Lastly, establish one-three (1-3) strategy(ies) that you will take to fulfill each goal (e.g., Collaboratively design my first two mathematics lessons with Ms. Jones who uses experiential exercises; Construct a take-home instructional guide for each unit that includes family activities, reinforcing key unit concepts; Attend the fall Classroom Learning Environment workshop that many student teachers have recommended for better understanding the use of emotional intelligence in the classroom).

You will submit your typed assignment, which will include a cover page, to your professor at the time of the final exam. You will not receive a passing grade for this course if you do not submit this assignment. Your assignment will be reviewed for its thoroughness of the components listed above, evenly across each: Looking Backwards: Reflective Practice; Looking Forward: Goal Setting (e.g., established goals, alignment with the appropriate CT Common Core of Teaching standards, and strategy(ies).

Core I Portfolio Evaluation Rubric (Draft)

The CORE I Portfolio Rubric uses a four-point rating scale: 1(underdeveloped), 2 (approaching expectations), 3 (meeting expectations), and 4 (exceeds expectation) to assess proficiency for each of the five indicators of a successful portfolio. The indicators are aligned with the Education Units Candidate Learning Framework. In the event that any indicator that is not scoreable, due to the absence of evidence or incomprehensibility of the submission, the portfolio will be considered unscoreable.

1. Program Area:

2. Initial Certification: □ Undergraduate □ Graduate Portfolio Number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Portfolio Score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Check if Unscoreable □ Scorer’s Initials \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Guiding Questions/In-dicators** | **Underdeveloped**  **1** | **Approaching Expectations**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| **Learner Diversity and Learning** | The reflection does not address developmental variation of P-12 students in the classroom  **Or-**  Comments do not suggest a recognition that learner differences create the need for supportive and individualized learning environments. | The reflection addresses developmental variation of P-12 students with significant inaccuracies.    **Or-**  The reflection attempts to connect learner differences in ability and culture to a recognition that learning environments must be supportive, yet conclusions are impractical. | The reflection addresses developmental variation of P-12 students with few inaccuracies.    **And-**  The reflection attempts to connect learner differences in ability and culture to a recognition that learning environments must be supportive, yet conclusions are somewhat practical. | A meaningful reflection of the developmental variation noted by the candidate is provided and it especially focuses on the positive and unique characteristics of each student.  **And-**  The reflection insightfully connects learner differences in ability, social behavior and culture to a recognition that learning environments must be supportive, individualized and collaborative. Conclusions are highly practical. |
| **Content Knowledge and Teaching** | Content knowledge is not noted by the candidate in his/her reflection.  **Or-**  Content knowledge and skills are highly underdeveloped. | Content knowledge is noted by the candidate in his/her reflection.  **Or-**  Content knowledge is somewhat inaccurate acceding to professional standards. | The reflection is accurate in terms of identifying how content knowledge is/ or might be used by the candidate.  **And-**  Examples are provided, as necessary. | The reflection is insightful in drawing connections between understanding of content and teaching effectiveness.  **And-**  Reflection provides examples of how content knowledge positively impacts student learning. |
| **Reflective practice** | Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented occurring during CORE I.  **Or-**  Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. | Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies occurring during CORE I.  **Or-**  Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment. | Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies occurring during CORE I.  **And-**  Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable. | Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies occurring during CORE I. Viewpoints and interpretations are insightful and well supported.  **And-**  Clear, detailed examples are provided, as applicable. |
| **Evidence and Practice** | Response shows no evidence for ideas presented and insights gained during CORE I.  **Or-**  No implications for the candidate’s overall teaching practice are presented, as applicable. | Response shows limited evidence for ideas presented and insights gained during CORE.  **Or-**  Implications of these insights for the candidate’s overall teaching practice are presented but are not supported by evidence, as applicable. | Response shows a consistent pattern of evidence for ideas presented and insights gained during CORE I.  **And-**  The implications of these insights for the candidate’s overall teaching practice are somewhat practical, as applicable. | Response shows consistent pattern of evidence that synthesizes ideas presented and insights gained during CORE I.  **And-**  The implications of these insights for the candidate’s overall teaching practice are thoroughly detailed and highly practical, as applicable. |
| **Portfolio Completion** | Portfolio submission excludes essential components and/or does not address the requirements indicated in the instructions.  **Or-**  Many parts of the portfolio are addressed minimally, inadequately, and/or not at all. | Portfolio submission is missing some components and/or does not fully meet the requirements indicated in the instructions.  **Or-**  Some questions or parts of the portfolio assignments are not addressed. Some required components are missing | Portfolio submission includes all components and meets all requirements indicated in the instructions. Each question or part of the portfolio assignments is addressed.  **And-**  All required and supporting components are included. | Portfolio submission includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the portfolio assignment is addressed thoroughly.  **And-**  All required and complementary components are included. |