### TaskStream

#### Gate 4 Portfolio Prompts

**8/23/07**

<table>
<thead>
<tr>
<th>Program Components (Rated Internally)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Resume</strong></td>
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<tr>
<td>Your resume is a history of your professional work and activities, specially crafted to reflect the accomplishments and skills relevant to the reader. Perhaps you may also want to attach a professional photo. If you have questions regarding the resume format, please contact the Career Center.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
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<tr>
<td>Please attach your resume.</td>
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<tr>
<td><strong>Philosophy of Education</strong></td>
</tr>
<tr>
<td>Your Philosophy of Education is a set of beliefs about education that guides your lesson planning and teaching. As a student, this should still be a work in process as you learn more every day about education and methods particular to your field. (Your Philosophy should be revised from Gate 3.)</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
</tr>
</tbody>
</table>
| Please "copy and paste" your revised philosophy of education under the text tab of the content editor box. Your revised philosophy of education should address the following:  
I. The Learner and Learning  
II. The Teacher and Teaching  
III. The Curriculum  
IV. The Learning Environment |
| **Co-Curriculars**                   |
| Co-curricular activities create valuable environments in which to learn and practice life skills. Additionally, participating in co-curricular activities enhances your development as a professional educator. We encourage you to engage in opportunities that prepare you for all the roles of a teaching professional. |
| **Evidence**                         |
| If you keep track and report your co-curricular activities to Lead-On, the Director of the Leadership Program run by in Student Development, they can issue you a transcript of all your activities. If you have a transcript, please scan it into a PDF and attach it here.  
If you do not have a transcript, please list activities you'd like to share under the text tab of the content editor box. |
| **Spiritual Life**                   |
| Spiritual life activities may include, but are not limited to, chapel attendance, other spiritual life activities on campus, church involvement, and missions involvement. |
| **Evidence**                         |
| Please type a description of any spiritual life activities you would like to share under the text tab in the content editor box. |
### Program Components (Continued)

| Service Hours | Community service has numerous benefits besides the obvious one of the work completed by the end of the day. These include: providing an environment for learning opportunities, establishing community contacts, practicing collaborative skills, and developing the sensitivity and flexibility that God can use to accomplish His work. |
| Evidence | Please attach any reports/hours of community service here. At Gate 4, you must have logged a minimum of 20 hours of community service during your college years. The report must include the type of activity, agency, amount of hours, and date(s). Please add a one to two sentence statement concerning the impact the experience had on you. |

### Standards (Rated Internally and Externally)

| Standard I | Standard I demonstrates your ability to design instruction and curriculum. Please select and attach PDFs of two evidences that best represent Standard I. A reflection is also required. |
| Evidence #1 | One evidence should be your unit designed for and implemented in your student teaching placement, which should consist of:  
- Attach the TPA Task G from the Teacher Performance Assessment (TPA) =1. unit title, 2. learning context and implications, 3. key concepts/big issues/essential question focus (unit goals), 4. Objectives of the unit, 5. state and national standards(Ky Core Content and program of studies to be addressed), 6. levels and categories of student performance expected (DOKs), 7plan for communication with students, caregivers and colleagues  
- Attach TPA Task H assessment plan for unit  
- Attach TPA Task I. Pre instruction assessment analysis, Unit instructional design, and Use of technology for instruction (overview of unit sequence with activities and lessons) |
| Evidence #2 | As your second evidence, please include a unit lesson plan in KTIP format (other than the one used in STD III) (TPA Task A2) that demonstrates your ability to design daily instruction. The lesson plan incorporates appropriate technology to enhance instruction and student learning. Include the form TPA Task A1 = School factors |
| Reflection | Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs.  
Paragraph 1 should include:  
- Evidences meeting the Standard:  
  - Identify the evidences.  
  - How do they support your competency in meeting the standard?  
Paragraph 2 should include:  
- What have you learned from the evidences included?  
- What will you do differently as a result of what you have learned?  
Paragraph 3 should include:  
- Discuss how your competency of this standard demonstrates your ability to design instruction and curriculum.  
- How does your competency of this standard demonstrate your impact on student learning?  
Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window. |
### Standards (Continued)

**Standard II**  
To demonstrate your ability to create and maintain a learning climate, three attached evidences and a reflection are required at Gate 4.

**Evidence #1**  
Standard II addresses your ability to establish a positive classroom climate, to demonstrate positive interaction, and to develop positive rapport with students. Please select, scan, and attach one PDF evidence which best represents Standard II. Attach TPA Task B (KTIP observation from college supervisor.) STD II only

**Evidence #2**  
Attach a Task A1 Teaching and Learning Context template that goes with the lesson plan in Evidence #1 above

**Evidence #3**  
- Attach your DVD used for STD IX (Includes opening of a lesson)

**Reflection**  
Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs. Paragraph 1 should include:  
- Evidences meeting the Standard:  
  - Identify the evidences.  
  - How do they support your competency in meeting the standard?  
Paragraph 2 should include:  
- What have you learned from the evidences included and what will you do differently as a result of what you have learned?  
Paragraph 3 should include:  
- Discuss how your competency of this standard demonstrates your ability to create a learning climate that benefits students.  
- How does your competency of this standard demonstrate your impact on student learning?  
Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window.

### Standards (Continued)

**Standard III**  
Standard III demonstrates your ability to organize instruction, manage classroom procedures, and implement instruction that results in a positive impact on student learning. Please select and scan as PDF’s the following required evidences. A reflection is also required.

**Evidence #1**  
KTIP lesson plan from one of your college supervisor’s observations. This evidence must be different from the lesson plan used in STD I. It can be from the unit or another lesson plan used during student teaching. (TPA Task A2)

**Evidence #2**  
KTIP observation from college supervisor only including Standards 1, 3, 4, 8, 9 (TPA Task B)

**Reflection**  
Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs. Paragraph 1 should include:  
- Evidences meeting the Standard:  
  - Identify the evidences.  
  - How do they support your competency in meeting the standard?  
Paragraph 2 should include:  
- What have you learned from the evidences included?  
- What will you do differently as a result of what you have learned?  
Paragraph 3 should include:  
- Discuss how your competency of this standard demonstrates your ability to implement and manage instruction.  
- How does your competency of this standard demonstrate your impact on student learning?  
Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window.

Revised 9/6/07
### Standards (Continued)

**Standard IV**  
Standard IV demonstrates your ability to design a variety of formative and summative assessment measures and evaluate impact on student learning. To demonstrate you ability to design assessment, report learning results, and demonstrate a positive impact on student learning, please scan as PDF’s the following required evidences. A reflection is also required.

**Evidence #1**  
• TPA Task C: Measure the impact on student learning using the lesson plan cited in STD III (Lesson Plan used for Task B) by tracking the progress of a class including the percentage of all students mastering goals/objectives. Complete and attach the Analysis and Reflection sections on the lesson plan as your evidence.

**Evidence #2**  
• Attach TPA Task H  * All major assessment pieces including rubrics for the unit from student teaching (examples: pre-test, post unit test, writing prompt for portfolio piece, performance event) with grading criteria and outline of how all assignments will be weighted to determine grade. All assessment pieces, including formative and summative pieces, should be in one PDF and count as one evidence.

**Evidence #3**  
• Attach TPA Task J-1: Reflection and Impact of Instruction for the Unit. Complete Task J-1 template based on the unit taught.

**Reflection**  
Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs.

Paragraph 1 should include:

- Evidences meeting the Standard:
  - Identify the evidences.
  - How do they support your competency in meeting the standard?

Paragraph 2 should include:

- What have you learned from the evidences included?
- What will you do differently as a result of what you have learned?

Paragraph 3 should include:

- Discuss how your competency of this standard demonstrates your overall ability to design assessment, implement formative and summative measures, analyze results, and determine the effectiveness of instruction.
- How does your competency of this standard demonstrate your ability to significantly impact student learning?

Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window.
### Standards (Continued)

**Standard V**

Standard V demonstrates your ability to reflect upon the relationship between student learning and your instruction. The reflections that you have written in other standards are reflected in your score for Standard V. To demonstrate your ability to evaluate and reflect on your instruction, please include the following evidence and reflection.

1. **Evidence**
   - Attach TPA Tasks J-1 (reflecting on the impact of instruction) & J-2 Communication and Follow-Up of learning results (analysis of the unit). How through your unit did you give feedback to students, caregivers, and colleagues. Use the J-1 & J-2 templates and an example of a communication under J-2.1

2. **Reflection**
   - Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs.
   - **Paragraph 1** should include:
     - Evidences meeting the Standard:
       - Identify the evidences.
       - How do they support your competency in meeting the standard?
   - **Paragraph 2** should include:
     - What have you learned from the evidences included?
     - What will you do differently as a result of what you have learned?
   - **Paragraph 3** should include:
     - Discuss how your competency of this standard demonstrates your overall ability to modify instruction to assess, analyze, and communicate the effectiveness of instruction and reflect upon appropriate changes to improve student learning.
     - How does your competency of this standard demonstrate your impact on student learning?
   - Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window.

### Standards (Continued)

**Standard VI**

This standard demonstrates your ability to collaborate with colleagues, P-12 faculty, parents, and community agencies. Please scan as PDF the following required evidence. A reflection is also required.

1. **Evidence**
   - Using the Task D template, identify and track 1 student or small group of students for 4 weeks during student teaching. Make sure that your evidence shows your collaborative efforts with the cooperating teacher, other school staff, caregivers, and/or community agencies.

2. **Reflection**
   - Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs.
   - **Paragraph 1** should include:
     - Evidences meeting the Standard:
       - Identify the evidences.
       - How do they support your competency in meeting the standard?
   - **Paragraph 2** should include:
     - What have you learned from the evidences included?
     - What will you do differently as a result of what you have learned?
   - **Paragraph 3** should include:
     - Discuss the ways in which the evidence you chose demonstrates your ability to collaborate.
     - How does your competency of this standard demonstrate your impact on student learning?
   - Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window.
**Standards (Continued)**

<table>
<thead>
<tr>
<th>Standard VII</th>
<th>Standard VII encourages a pattern of life-long learning and represents your professional activity and involvement. Please scan as PDFs the following required evidences. A reflection is also required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence #1</td>
<td>Attach the Task E template (2 pages – one goal) based on the decisions made during Student Teaching. Also include the self assessment from the KTSSA Gate 4 document.</td>
</tr>
</tbody>
</table>
| Evidence #2  | You may select a second evidence from the following options:  
  • Reflection from a professional conference attended  
  • professional membership involvement (more than just a membership certificate)  
  • a conference presentation  
  • working at a school fair or another event. |
| Reflection   | Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs.  
  Paragraph 1 should include:  
  Evidences meeting the Standard:  
  • Identify the evidences.  
  • How do they support your competency in meeting the standard?  
  Paragraph 2 should include:  
  • What have you learned from the evidences included?  
  • What will you do differently as a result of what you have learned?  
  Paragraph 3 should include:  
  • Discuss how your PDP goals and your involvement in the organization(s) or event(s) contributed to your professional growth as a student teacher focused on student learning.  
  • How does your competency of this standard demonstrate your impact on student learning?  
  Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window. |
### Standards (Continued)

<table>
<thead>
<tr>
<th><strong>Standard VIII</strong></th>
<th><strong>Standard VIII</strong> represents your breadth and depth of content knowledge for your discipline. Please scan as PDF’s the following required evidences. A reflection is also required.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence #1</strong></td>
<td>Attach a KTIP lesson plan (Task A2). You may attach one of the lesson plans included in STD I or III or attach another one used during student teaching (clear evidence of your content knowledge)</td>
</tr>
</tbody>
</table>
| **Evidence #2**  | Please select, scan, and attach a PDF evidence that best represent your content preparation. Examples include, but are not limited to:  
  - a capstone experience from your content area previous to Student Teaching.  
  - a PRAXIS content assessment, especially noting "excellence." |
| **Reflection**   | Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs.  
  **Paragraph 1** should include:  
  - Identify the evidences.  
  - How do they support your competency in meeting the standard?  
  **Paragraph 2** should include:  
  - What have you learned from the evidences included?  
  - What will you do differently as a result of what you have learned?  
  **Paragraph 3** should include:  
  - Discuss how your content evidence demonstrates that you have sufficient and current academic knowledge to develop student knowledge and skill in your area.  
  - How does your competency of this standard demonstrate your impact learning?  
  Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window. |

### Standards (Continued)

<table>
<thead>
<tr>
<th><strong>Standard IX</strong></th>
<th><strong>Standard IX</strong> demonstrates your ability to use technology as an educator and appropriately implement it in your classroom. The completion of this e-portfolio demonstrates the student teacher’s use of productivity tools. Please scan as PDF the following required evidence. A reflection is also required.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence #1</strong></td>
<td>Please create a DVD of student teaching which is no longer than 5 minutes total from a digital video file that incorporates an introduction, climate, multiple teaching vignettes (e.g., initiating the lesson, cooperative learning, direct instruction, conferencing, etc.). This is designed to demonstrate your ability to use technology and use multiple teaching methodologies. Hand this in to Mrs. Fellows before the portfolio deadline.</td>
</tr>
<tr>
<td><strong>Evidence #2</strong></td>
<td>Complete Task 1-3 (Use of technology in instruction) and attach one evidence of technology used to assist and enhance instruction during your unit.</td>
</tr>
</tbody>
</table>
| **Reflection**  | Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs.  
  **Paragraph 1** should include:  
  - Identify the evidences.  
  - How do they support your competency in meeting the standard?  
  **Paragraph 2** should include:  
  - What have you learned from the evidences included?  
  - What will you do differently as a result of what you have learned?  
  **Paragraph 3** should include:  
  - How does your evidence for Standard IX demonstrate that you can competently utilize and implement technology to aid and impact student learning?  
  Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window. |
Standards (Continued)

**Standard X**
Standard X demonstrates your ability to provide professional leadership within the school, community, and education profession to improve student learning and well-being. Please scan as PDF the following required evidence. A reflection is also required.

**Evidence #1**
Identify a leadership project that you were involved in during your time here at Asbury. This may include any student teaching activity, co-curricular transcript from Lead-On, summer or semester activity, or campus leadership activity. Write a short description of the activity and your roles in it. (include verification from another participant(s))

**Reflection**
Under the text tab of the content editor pop-up window, please type a reflection. Each reflection should include 3 paragraphs. Paragraph 1 should include:
- How do the evidences support your competency in meeting the standard?

Paragraph 2 should include:
- What have you learned from the evidences included?
- What will you do differently as a result of what you have learned?

Paragraph 3 should include:
- How does your evidence for Standard X demonstrate that you can competently become a teacher leader in the future?

Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window.

Standards (Continued)

**Standard XI**
Standard XI provides evidence of your ability to demonstrate the five dispositions that support our preparation program:
- *Moral and ethical integrity*
- *Personal and emotional wellness and vitality*
- *Respect and compassion for others*
- *Passion for teaching*
- *Spiritual sensitivity and purpose*

**Evidence #1**
Please attach a PDF of your Authentic Case Study from Student Teaching experience. Discuss how your evidence for this standard addresses any or all of the five dispositions.

**Reflection**
Under the text tab of the content editor pop-up window, please type a reflection. This reflection is unique in that it is a reflection of your dispositions development over the course of your time here at Asbury.
This reflection should include 3 paragraphs. Paragraph 1 should relate:
- How you have grown from your entry to college to your exit from student teaching in the disposition areas.

Paragraph 2 should relate:
- How will you use the dispositions in your teaching in the future?

Paragraph 3 should include:
- Where do you still need to grow in your continuing development of dispositions?

Note: As part of your reflection please use a self score (4,3,2,1) under the [form tab] of the content editor pop-up window.

Revised 9/6/07