

Standard I

Teachers are committed to students and their learning.

- ✓ ***Assignments, projects, warm-ups***
- ✓ ***Student conferencing***
- ✓ ***Descriptive feedback on student work***
- ✓ ***Lessons/units you have created***
- ✓ ***Communication with parents on student achievement***
- ✓ ***Grading policies and/or practices***
- ✓ ***Samples of student work***
- ✓ ***Newsletters you send home***
- ✓ ***Student goal setting and follow-up***
- ✓ ***Examples of positive reinforcements***
- ✓ ***Postcards/letters/phone calls home***
- ✓ ***Samples of interim or weekly progress reports sent home***
- ✓ ***Strategies used for students missing school***
- ✓ ***Differentiating assignments, rubrics***
- ✓ ***Lessons designed to meet varying learning needs of individual students or groups (e.g. differentiating lessons for inclusion with Autistic students, Asperger Syndrome, learning disabilities, other disabilities)***
- ✓ ***Evidence of supporting students as they grow and develop educationally, emotionally, and physically***
- ✓ ***Exciting lessons that do not overwhelm students***
- ✓ ***Evidence of giving the message “This is important. You can do it. I won’t give up on you.”***
- ✓ ***Evidence of high expectations and rigor***
- ✓ ***Examples of academic goal setting with students***
- ✓ ***Intervention strategies***
- ✓ ***Data notebooks or other organizing charts/forms for students to keep track of their grades (e.g. math facts charts, reading records, etc)***
- ✓ ***Classroom accommodations for ESOL, IEP, 504 students***
- ✓ ***Evidence that classroom instruction follows state and county curriculum; classroom activities support student learning objectives***

Standard II

Teachers know the subjects they teach and how to teach those subjects to students.

- ✓ ***Formative assessments you created***
- ✓ ***Assignments, project descriptions***
- ✓ ***Examples of materials designed to teach multiple intelligences, thinking, problem solving, and reading strategies (e.g. Mosaic of Thought, context clues, problem solving, etc)***
- ✓ ***Student work displays***
- ✓ ***Documents distributed to students and/or parents that explain curriculum, expectations, thinking strategies, etc.***
- ✓ ***Room set-up that encourages high level thinking***
- ✓ ***Research activities***
- ✓ ***Checks for student understanding, such as exit cards, tickets to leave, student summaries or reflections.***
- ✓ ***Evidence of use of mastery objectives and essential learning***
- ✓ ***Unit, long-term, or short-term lesson plans and support materials***
- ✓ ***Lessons that incorporate a variety of instructional materials that might include visual, tactile, auditory, etc.***
- ✓ ***Lessons that relate to daily life***
- ✓ ***Lessons that incorporate differentiation with activities tailored to developmental and learning needs, such as center work, anchor activities, small groupings, reteaching, etc***
- ✓ ***Lessons that show measurable areas for assessment***
- ✓ ***Examples of modeling thinking skills for students***
- ✓ ***Evidence of the creation of a critical thinking environment e.g. room set-up, display of student work, posters, activities, centers, etc***
- ✓ ***Exemplars or anchor papers that model high expectations from prior or current students***
- ✓ ***Tiered lessons***
- ✓ ***Evidence of enthusiasm for subject area***
- ✓ ***Use of current best practices and a variety of teaching strategies***
- ✓ ***Evidence of providing clarity in lessons***
- ✓ ***Evidence of activating students' knowledge before during and after lessons such as KWL charts, walking tours, word splash, graphic organizers, note-taking charts, learning buddies, thinking logs, Board games, inside outside circles, reciprocal teaching, ticket to leave, etc.***

Standard III

Teachers are responsible for establishing and managing student learning in a positive learning environment.

- ✓ ***Baldrige activities that demonstrate classroom management and stakeholder inclusion e.g. class rules, mission statement, school vision, consensograms, etc***
- ✓ ***Examples of emails or letter/notes sent home***
- ✓ ***Encourages dialogue with parents***
- ✓ ***Examples of parent conference, notes, portfolios, checklists, etc***
- ✓ ***Back-To-School Night packets***
- ✓ ***Maintains attractive bulletin boards that display student work and demonstrates high expectations and respect of student accomplishments***
- ✓ ***Evidence of class meetings***
- ✓ ***Examples of student jobs in classroom***
- ✓ ***Evidence of high expectations for all***
- ✓ ***Examples of cooperative group activities with both small and large groupings***
- ✓ ***Evidence that students are encouraged to take intellectual risks without fear (e.g. questioning strategies, discussion activities, etc)***
- ✓ ***Examples of homework assignments that are an extension of classroom learning***
- ✓ ***Keeps parents informed of classroom activities in a variety of ways***
- ✓ ***Models school's and classrooms' core values/mission (e.g. character counts extended activities)***
- ✓ ***Examples of how technology is integrated in your planning and implementing of lessons***
- ✓ ***Keeps students and parents informed of student progress or concerns through progress reports, interims, phone calls, emails, etc***
- ✓ ***Behavior contracts, positive discipline strategies, etc.***

Standard IV

Teachers continually assess student progress, analyze the results, and adapt instruction to improve student achievement.

- ✓ ***Data collected that drives instruction***
- ✓ ***Variety of assessments are being used (e.g. student journals, exit cards, portfolios, unit assessments, quizzes, etc)***
- ✓ ***Evidence of differentiation***
- ✓ ***Evidence of timely effective feedback to students on assessments that identify what was done right and areas that could be improved***
- ✓ ***Evidence that second opportunities are given to students***
- ✓ ***Examples of rubrics***
- ✓ ***Minutes from team meetings where student data and progress are discussed***
- ✓ ***Grade and record keeping artifacts***
- ✓ ***Evidence of how MAPR, mClass, MSA, CTBS, Math Facts, etc. data was used to drive instruction or differentiation***
- ✓ ***Meeting notes with students, parents, and specialists***
- ✓ ***Videos of student portfolio conferences***
- ✓ ***Evidence of the use of assessment data to plan for reteaching***
- ✓ ***The use of a variety of strategies to check for understanding***
- ✓ ***Evidence of use of prior years' student performance data in designing current year plan to improve student achievement***

Standard V

Teachers are committed to continuous improvement and professional development.

- ✓ *Professional Development Plan*
- ✓ *Solicits feedback and uses it to modify instruction*
- ✓ *Examples of articles read, ideas, research related to SIP or student achievement*
- ✓ *Log of professional development activities*
- ✓ *Professional articles you have written or presentations you have made*
- ✓ *Personal accounts of persistence and problem solving*
- ✓ *Workshops, conferences, professional organizations that you attended*
- ✓ *Minutes from meetings or reflections with colleagues, teammates, SDT, Curriculum Specialists, consulting teachers*
- ✓ *Examples of ideas you used in the classroom from professional activities or workshops and classes*
- ✓ *Evidence of sharing material with colleagues after a workshop or conference*
- ✓ *Peer Visits with Reflection including planning and post visit activities*
- ✓ *Observational visits that seek information or improvement*
- ✓ *Examples of you being observed by other teachers– opening your classroom to help others*
- ✓ *Evidence of team planning or vertical planning and sharing with colleagues*
- ✓ *Attends or facilitates staff trainings*
- ✓ *Reflections on how to improve*
- ✓ *Courses taken in and outside of MCPS that are for professional growth*
- ✓ *Mentors and advises students in leadership roles*

Standard VI

Teachers exhibit a high degree of professionalism.

- ✓ *Commendations, awards, certificates, etc*
- ✓ *Letters of thanks or appreciation from parents, students, colleagues*
- ✓ *Mentoring activities either in an official or unofficial capacity*
- ✓ *MCEA activities*
- ✓ *Volunteer for school and community projects*
- ✓ *Leadership roles in and out of school such as team leader, Committee chairperson, etc*
- ✓ *Examples of active participation in school-wide or system-wide committees*
- ✓ *Sponsors or organizes after school activities such as SGA, patrols, cultural productions, parent information nights, homework club, etc*
- ✓ *Evidence of active participation or leadership roles in local, state, or national professional organizations*
- ✓ *Evidence of active participation in or contributor to faculty and team meetings*
- ✓ *Meets professional obligations in a timely fashion (e.g. grades, comments, reports, etc)*
- ✓ *Examples of extra duties, bus, playground, recess*
- ✓ *Attends required trainings*
- ✓ *Personal calendar*
- ✓ *Active participant on Leadership Team*

The Professional Portfolio

What is a professional portfolio?

A professional portfolio is a compilation of artifacts and reflections of what a teacher has done both in and out of the classroom. It is a subjective look at a teacher's professional accomplishments because the teacher chooses what will go into it. The artifacts and reflections should display the teacher's talents, proficiencies, knowledge, and skills. It should be presented in a manner that will give the best professional picture of you.

How do I set up my portfolio?

Your portfolio should be separated by the six standards of teaching. You should have 2 – 5 artifacts in each standard. If you put too much information into it, your professional picture can be lost. Remember quality will outshine quantity.

What types of artifacts can go into my portfolio?

Artifacts can include

- ✓ Student work
- ✓ Implemented lesson plans, notes with reflection about how the activity enhanced student learning
- ✓ Examples of teacher feedback of student work
- ✓ Pictures of student work, teacher interaction, classroom management, best practices, etc
- ✓ Colleague observations, peer visit info, team minutes, committee minutes, etc
- ✓ Documentation of community, school or professional involvement
- ✓ Newsletters, conference notes, notes from parents, students, colleagues
- ✓ Formative assessments you designed
- ✓ Certificates, commendations, professional organization activities

Will my artifacts speak for themselves?

Sometimes it is important to add some kind of reflection as to why this is evidence of your best professional work. It is important to show how you are growing as a professional and a reflection can get that message across.

When will I need my portfolio?

A portfolio is part of your evaluation. You will use it in an evaluation year. It should be a compilation of work done between your 3-year, 4-year or 5-year evaluation cycle. Do not wait to collect artifacts during your evaluation year. This year should be spent compiling your best work that you have collected over the last few years.

How do I collect this information?

Begin now to collect artifacts for each standard. You can do this by having a file folder for each standard or a 3-ring binder with separators for each standard. Make it easy to be able to drop artifacts into your files or binder as they occur. Then you can put together the very best into a professional portfolio during your evaluation year.