# Sections of the Portfolio

The following things should be included in your electronic portfolio. The sections and sub-sections correspond with each section of the grading rubric.

**Section 1: Imagine**

1. **Equality:** Include evidence that shows you have the expectation that all students can learn and are a vital part of the learning community (**possible evidence**: differentiated instruction examples, remediation examples, assignments for gifted students, times when you allowed multiple ways of demonstrating understanding)
2. **Excellence in Content Knowledge:** Evidence that demonstrates outstanding content knowledge (**possible evidence:** certificates of content-specific professional development, materials or content that you have created that shows content knowledge, any content-specific groups or associations you belong to, discussion of any leadership/committee roles you have at your school concerning content)
3. **Excellence in Pedagogical knowledge:**
4. Candidate uses English language arts to help students become familiar with their own and others’ cultures, establishing meaningful connections between the English language arts curriculum and developments in culture, society and education (**possible evidence**: lessons that cover this, clubs or activities you sponsored related to this)
5. Candidate examines and selects resources for instruction such as textbooks, other print materials, videos, films, records, and software, appropriate and research based for supporting the teaching of English language arts (**possible evidence:** materials you used, discussion of materials that resonated best with students)
6. Candidate engages students often in meaningful discussions for the purposes of interpreting and evaluating ideas presented through oral, written and/or visual forms (**possible evidence:** lesson plans that included discussion and discussion questions, samples of student essays or projects)
7. Candidate engages students in critical analysis of different media and communications technologies (**possible evidence:** student essays/writings, propaganda projects)
8. Candidate engages students in learning experiences that consistently emphasize varied uses and purposes for language in communication (**possible evidence:** student writings and/or projects that display a variety of writing purposes/audiences.
9. Candidate engages students in making meaning of texts through personal response (**possible evidence:** student journals/free writes, reflections, interactive notebooks)
10. Candidate demonstrates that students can select appropriate reading strategies that permit access to, and understanding of a wide range of print and non-print texts (**possible evidence:** description/evidence of reading strategies, evaluation of website credibility)
11. **Caring:** Displays sensitivity to students’ needs (**possible evidence:** parts of your school plan for Dr. Mullins’ course should address this, any modifications you made for gifted or struggling students, how you handled students with IEP/special needs, things you adjusted/modified based on the needs of your students)

**Section 2: Innovate**

1. **Collaboration:** Works with relevant stakeholders to advance student learning (**possible evidence:** you have a specific blog entry on this, discuss ways you worked with parents/guardians and other staff and faculty, your community project for EDCI 600 addresses this)
2. **Practice:** Designs and uses educational environments and instructional practices to meet all students’ needs, abilities, and interests (**possible evidence:** photo and description of your room, there was a blog on this specific topic, describe something you used that met your students’ needs abilities and interests)
3. **Assessment:** Understands and thoughtfully uses formal and informal evaluation strategies (**possible evidence:** there was a blog post on this, discuss and show a variety of assessments you have used and how you used them)

**Section 3: Inspire**

1. **Professionalism:** Models poise, maturity, and sound judgment (**possible evidence:** there was a blog post on this, discuss how you have matured over the last two years, discuss how you are a leader to your students)
2. **Transformation:** Engages in continuous self-evaluation and improvement (**possible evidence:** blog post on this topic, discuss your first summer teaching compared to how you teach now, compare the evaluation forms you received)
3. **Leadership:** Acts as a steward of the profession (**possible evidence:** blog post on this topic, discuss leadership roles you have taken at the school, discuss how you are a leader of students and your leadership style)