# 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:** 
   * 1. Candidate demonstrates knowledge of instructional technology specifically for the mathematics classroom (**possible evidence:** classroom uses of math-related technology, integration of calculators/computers into the classroom)
     2. Candidate demonstrates ability to select and use appropriate instructional strategies and materials specifically for the mathematics classroom (**possible evidence:** evidence math-specific teaching strategies in student work and/or lesson plans)
     3. Candidate demonstrates ability to lead classes in mathematical problem solving and in development of in-depth conceptual understanding as well as procedural fluency (**possible evidence:** student work concerning larger concepts, description of what was done in the classroom, lesson plans)
     4. Candidate demonstrates knowledge of mathematical reasoning, communication, connections, and representations and demonstration of such knowledge in the mathematics classroom and instructional planning (**possible evidence:** lesson plans that demonstrate content knowledge, projects/student work)
     5. Candidate demonstrates attention to equity through the use of multiple instructional strategies including listening to and understanding the ways students think about mathematics (possible evidence: descriptions of various instructional strategies that you used and how students reacted to these strategies, reflective student journals displaying their thought process during mathematical endeavors)
     6. Candidate demonstrates attention to research results in the teaching and learning of mathematics (possible evidence: times you used evidence, such as research or test scores, to adjust your teaching)
4. **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)