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Teacher Preparation E-Portfolio
Agricultural and Life Sciences Education
Iowa State University

The teacher preparation portfolio provides a collection of work and reflection that shows your mastery of the skills, knowledge and understandings included in the Iowa Teacher Education Licensure Standards. All students who were admitted to the ISU Teacher Preparation Program after July of 2010 are required to complete a teacher preparation portfolio. The ISU teacher education services office recommends to the Iowa Board of Educational Examiners that you receive an Iowa teaching license once licensure requirements have been met see: http://www.education.iastate.edu/undergraduate-studies/secondary-education/ Successful completion of this portfolio is required before that recommendation can be sent forward so if you do not meet the posted deadlines for submitting portfolio materials for review your recommendation for licensure will be delayed.

General information on the teacher preparation portfolio can be found at: http://www.education.iastate.edu/educator-prep-resources/student-resources/e-portfolio-help.html. The instructions provided here contain additional information to help Agriculture and Life Sciences Education majors create portfolios that meet or exceed the requirements for our program.

The purpose of the ISU Teacher Preparation Portfolio is to demonstrate to the State of Iowa Board of Educational Examiners that you are PROFICIENT with respect to the 12 Iowa Standards for preservice teachers. The standards can be confusing so we prepared a handout see Appendix 1 to help you understand what the standards mean.

Many of the teacher preparation classes (C&I, SPED, AGEDS) you have taken at ISU included assignments that can be used in your portfolio. You will also need to collect samples of your work from your student teaching experiences, write a reflection for each artifact, and write a brief essay explaining how your portfolio represents your proficiency with respect to the standards.

Teacher preparation portfolios include:

- **ARTIFACTS:** Two artifacts for each of the 12 standards (24 total)
  - Artifact 1 should come from graded course assignments (see Appendix 2 for a list ISU courses with related assignments)
  - Artifact 2 should come from student teaching (see Appendix 3 for some suggestions)

- **COVER SHEETS:** A brief statement (1 or 2 good paragraphs) for each artifact (24 total) explaining how the artifact shows that you met the standard
- **SYNTHESIS OF EVIDENCE**: An essay addressing your proficiency as a preservice teacher, and how that proficiency has developed during your studies.

**Steps to Creating your Teacher Education E-Portfolio**

The use of Google's Chrome Browser is suggested.

1. **Downloading the e-portfolio folder template for CyBox.**

   Go to [http://iastate.box.com/eportfolio](http://iastate.box.com/eportfolio) to access files!

   *Watch this video:*


   (PC Users: To complete this step --- you will "Extract" the zip file that you downloaded! Again, extract folder to the desktop so it will be easier to find.)

2. **Uploading the e-portfolio folder template to CyBox – Uploading artifacts into the folder(s).**

   (If you are in a teacher education program area that does not use "cover sheets" with the artifacts, just delete those respective folders.)

   *Watch this video:*


   (Login to CyBox with your ISU username and password. If it is the first time using CyBox, just forward through the tutorial.)

3. **Sharing your e-portfolio!**

   **Directions for Sharing ePortfolio in Cybox – Please read carefully!**

   2. Put your mouse over your ePortfolio file (Lastname_Firstname_major) and your folder will be highlighted in red (Do not open, just highlight it!)
   3. Hover your mouse over the drop down arrow to the right of the word "share". This button is tilted "More Options". Click the "More Options" drop down button. In that menu click "Invite Collaborators".
   4. Fill in the following information for invite.
CyBox Program Accounts (Use this address as the "Collaborators" email address:

agedu@iastate.edu - (agricultural education)

NOTE: If step #4 does not work please try the following - Just “click once” on your folder (Last name, first name_Major).... That should open the folder so it shows the three folders (pre-student teaching artifacts, student teaching artifacts & synthesis). When you do that there should be “invite people” over to the right and it will do the same thing. See if that will work.

After completing these steps your ePortfolio will be shared to a Cybox account where university personnel will review your artifacts according to program requirements. Please note that all licensure areas (Ag Ed, El Ed, English, History, Music, Math, Science, WLC etc.) have their own specific account, so please make sure you are sharing your ePortfolio to the major area email address given in this message.

If you have problems or questions, please go to the CTLT in N031 Lagomarcino Hall for assistance

Directions for Sharing ePortfolio in Cybox – Please read carefully!

1. Login to your Cybox Account using your ISU login –
   https://iastate.app.box.com/login
2. Put your mouse over your ePortfolio file (Lastname_Firstname_major) and your folder will be highlighted in red (Do not open, just highlight it!)
3. Click on the red "Share" link (to the right in the highlighted area)
4. Place cursor in the "Invite Collaborators" field and a red "Advanced options" link will appear. Click on "Advanced options".

(What you should see on Cybox for step #4.)

5. Fill in the following information for invite.
   o Invite: Enter - agedu@iastate.edu
   o Permissions: Leave set on Editor
(What you should see on Cybox for step #5)

After completing these steps your ePortfolio will be shared to a Cybox account where university personnel will review your artifacts according to program requirements. Please note that all licensure areas (Ag Ed, El Ed, ECE, English, History, Music, Math, Science, etc.) have their own specific account, so please make sure you are sharing your ePortfolio to the major area email address given in this message.

This "sharing" step will only take a few minutes to complete. Please complete this task as soon as possible. Please contact Dr. Denise Crawford if you have any questions.

I. Your Portfolio

The first step in developing your portfolio should be making sure you know exactly what the 12 Standards for preservice teachers require of you. As previously stated, the standards can be confusing so we prepared a handout (see Appendix 1) to help you understand what the standards mean. You should read through this handout now, and keep it handy so that you can refer back to it when selecting artifacts and preparing cover sheets. Keeping the specific requirements for each standard in mind as you work will help you stay focused and on task. Some important points to consider:

1. Portfolio components must “hang together” (artifacts directly relate to standards, cover sheets directly relate to artifacts, and the synthesis of evidence ties everything together);

2. The artifact you include in your portfolio is a good representation of your understanding of the topic(s) covered in the standard, and on your cover sheet you explain how the artifact shows how you met the standard, and;

3. In your synthesis of evidence you explain: how you have grown through your experiences in the ISU teacher education program relative to the standards, how your understanding of the standards is interconnected, and how your
mastery of the standards demonstrates that you are now a proficient preservice teacher.

II. Selecting Artifacts

An artifact is a sample of your work that shows that you have met a given standard. So an artifact might be a paper or project class assignments; detailed lesson plans or units that you prepared for methods classes or student teaching; a series of journal entries addressing a specific issue; agenda, handouts and notes from professional development sessions, etc. There are two important points to remember:

1. The artifact must have substance (you spent significant time and effort creating it); and

2. The artifact directly relates to the standard (if the standard is about student learning then what you choose represents your “understanding of how students learn and develop.”)

Artifact 1

For artifact 1 you should use graded papers or projects from the list below. If, for whatever reason, you do not have graded papers or projects from the list below you will need to find a good substitute. We would prefer that this substitute be a graded paper or project from a course at another college or university where you took a similar course, or some other substantive artifact that directly shows your competence relative to the standard. Be sure to have a substitute artifact approved by your advisor prior to uploading.

To see a list of ISU courses and the associated artifacts see Appendix 2.

To see an example of an Artifact 1 project from a transfer student see Appendix 4.

Key points regarding Artifact 1:

- Artifact 1 should be a graded assignment with the grade/rubric/comment sheet appearing first—followed by the assignment. All materials must be incorporated into a single Word or .pdf document.
- If you include group projects as an artifact you must provide a thorough explanation of your contribution to the project.
- Each graded assignment can only be used once.
- Some assignments have changed over time and different course sections may have different versions of the assignment.
- Numbering of standards has changed over time so go by the NAME of the standard rather than the standard numbers.
If you did not take the suggested course(s) at ISU you will need to substitute an assignment that will serve as a good artifact from the school where you took a comparable course.

Artifact 2
For artifact 2 you will choose materials (e.g., lesson plans, unit plans, management plans, journal entries, etc.) from your student teaching experience. Again, what you choose must be substantive and directly related to the standard. It is good to also include supplemental materials (so if you were to use a lesson plan, you could also include assessments of the activity, samples of student work, your reflection on the lesson, coop or supervisor debriefing notes, etc.).

For suggestions for Artifact 2 from student teaching see Appendix 2.

Key points regarding artifact 2:

- Go into your student teaching experience with ideas for possible artifacts that you can use in your portfolio.
- Always be on the lookout for (and collect materials to serve as) artifacts that you can use in your portfolio.
- Collect and save materials from student teaching (lesson plans, linked lessons, classroom management plans, student assessments, samples of student work, assessment forms from meetings from coops and supervisors, agendas and handouts from professional development activities, etc.) so that you will have options for what you can include in your portfolio.

III. Preparing Cover Sheets

Cover sheets for each standard are available in Appendix 7 (Artifact 1) and Appendix 8 (Artifact 2):

Cover sheets have three sections. In the first section you will provide information about you and the artifact (name, course, instructor, etc.). In the second section you will describe the assignment and its purpose in a few sentences. For example:

This assignment was an integrated genetics unit based on the Iowa Core science standards. Essential concepts were developed and aligned. The unit included 5 days. The purpose of this assignment was to create a unit that aligned with the standards and provided meaningful research-based instructional activities for all students.

In the third section you will provide a paragraph or two explaining how your artifact met the standard. For example:

This assignment meets the standard because I planned the unit based around the Iowa Core Curriculum. When I was deciding what my scope and sequence would look like, I first looked to the standards to see if my ideas for the unit would align. I
chose standards that I felt worked hand-in-hand so that I could create learning opportunities that made sense. I also planned my instruction based on my knowledge of literacy. I understand that you must start with the basics before moving on to something more complex, so I centered my instruction around scaffolding. I understand what the students are capable of learning and based my instruction on that knowledge.

I also made sure that my daily objectives met my overall unit objectives (which were also part of the Iowa Core standards). Each daily objective ties directly to a unit objective, so that by the end of the unit, the students will have learned what I have planned.

When completing Cover Sheet 2 begin by reviewing Artifact and Cover Sheet 1. Reread the paper or project that constituted Artifact 1, review the cover sheet, and think about how your understanding of the knowledge required to meet the standard has grown and developed through your experiences in the ISU Teacher Preparation program. One purpose of the portfolio is to demonstrate growth and thinking back about your experiences in the program is central to that purpose.

When a cover sheet is complete it should be uploaded using the Cover Sheet link in the ePortfolio system. Be sure to use the correct cover sheet file for each standard and to upload it in the correct link (Standard 1 Cover sheet 1 relates to Artifact 1, Standard 1 Cover sheet 2 relates to Artifact 2, etc.).

IV. Synthesis of Evidence

This essay is the culminating activity of your e-portfolio. Your task is to demonstrate to the reader that you now have the knowledge, skills, and attitude of an effective new teacher. Guiding questions that may assist you in the preparation of your essay are:

- Why did you choose these artifacts for your e-portfolio and how do they, collectively, demonstrate that you are ready to join the ranks of the professional educators?
- Specifically and related to your preparation here, in what ways will your future students be more successful as learners?
- How are you different now than when you first began this program of study and experiences?
- What questions or uncertainties remain for you and how do you plan to address these in the future?

In five pages or less, write a persuasive statement that makes your case that you are a qualified graduate of this program who has successfully met all 12 state standards for new teachers. Once you have finished this essay and have conferred in-person or electronically with your program coordinator or other designee, you will need to
upload the proficient document into your e-portfolio, as it will represent the culminating assignment for the e-portfolio. To see an example of a synthesis of evidence essay see Appendix 5.

Assessment of Culminating Essay

Your culminating essay will be evaluated by your program coordinator or her/his designee. Each criterion will be evaluated using a simple dichotomous scale (Proficient or Not Proficient).

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Proficient</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the essay's claims connected to the specific details of the artifacts?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the essay written in standard, edited American English?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the essay use the language appropriate to each standard to make its claims?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the essay present evidence to make the case that the student met the requirement for the synthesis of evidence as a reflective practitioner?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, and through this essay, has the student made the case that s/he is an effective new teacher?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment of the Teacher Preparation Portfolio

Your portfolio will be assessed using an assessment form (see Appendix 6). Each artifact, cover sheet and the synthesis of evidence must be deemed acceptable and proficient. If any elements of your portfolio are deemed unacceptable or not-proficient you will have an opportunity to revise and resubmit your portfolio. If your revised portfolio continues to have elements that are deemed unacceptable or not-proficient you will have a second opportunity to revise and resubmit your portfolio. If, after resubmitting twice, you still have elements that are deemed unacceptable or not-proficient we will have a formal meeting with you to determine if we will forward your application for teacher licensure to the Iowa Board of Educational Examiners.
APPENDIX 1

ISU Explanation of Standards for e-Portfolio

State of Iowa
Teacher Education Licensure Standards

Each candidate will exhibit competency in all of the following standards:

Std I: Content/Subject Matter Specialization - The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches, and creates learning experiences that make these aspects of the subject meaningful for students.

Possible courses to draw from: PICK ONE - NREM 120, AN S 114, Agron 114, Hort 221, Econ 101, etc. (courses from your General Education and/or Specialization requirements)

Artifact focus: The artifact provides evidence for your understanding of the overarching ideas of the subject area, ways people in the subject area study it, and the way the subject area is structured.

Cover sheet focus: Describe how your artifact addresses the overarching ideas of the subject area, ways people in the subject area study it, and the way the subject area is structured AND how you will make this meaningful for students.

Std II: Student Learning - The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.

Possible courses to draw from: CI 333/ CI 529

Artifact focus: The artifact provides evidence for your understanding of how students learn and develop.

Cover sheet focus: Describe how your artifact addresses how students learn and develop AND describe your participation in learning opportunities that support intellectual, career, social and personal development.

Std III: Diverse Learners - The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.

Possible courses to draw from: CI 406 / CI 506
Artifact focus: The artifact provides evidence for your understanding of how students differ and how to differentiate instruction.

Cover sheet focus: Describe how your artifact addresses how students differ and how to differentiate instruction.

__________________________

Std IV: Instructional Planning - The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

Possible courses to draw from: AGEDS 310, AGEDS 401/501

Artifact focus: The artifact provides evidence for your understanding of how to plan instruction that is based on your understanding of the subject (Std 1) and your students (Stds 2 & 3) that is grounded in Iowa Core objectives and National Standards.

Cover sheet focus: Describe how your artifact addresses this.

__________________________

Std V: Instructional Strategies - The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.

Possible courses to draw from: AGEDS 402/502

Artifact focus: The artifact provides evidence for your understanding of three or more instructional strategies that promote critical thinking and problem-solving.

Cover sheet focus: Describe how your artifact addresses your understanding of three or more instructional strategies that promote critical thinking and problem-solving AND an example of how you would use one of them in the classroom.

__________________________

Std VI: Learning Environment/Classroom Management - The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.

Possible courses to draw from: AGEDS 402/502
Artifact focus: The artifact provides evidence for your understanding of how to motivate students, and how to create and manage a positive learning environment.

Cover sheet focus: Describe how your artifact addresses how to motivate students, and how to create and manage a positive learning environment AND briefly describe how you will address high-risk behaviors.

Std VII: Communication - The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

Possible courses to draw from: AGEDS 310, AGEDS 402/502, CI 406/506

Artifact focus: The artifact provides evidence for your understanding of how to effectively present information, and lead group discussions and activities that promote student learning.

Cover sheet focus: Describe how your artifact addresses your understanding of how to effectively present information, and lead group discussions and activities that promote student learning.

Std VIII: Assessment - The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.

Possible courses to draw from: CI 333/CI 529, AGEDS 402/502

Artifact focus: The artifact provides evidence for your understanding of how to formally and informally assess student learning (outcomes of Std 2).

Cover sheet focus: Describe how your artifact addresses your understanding of how to formally and informally assess student learning AND how you will use assessment data to guide your instructional planning.

Std IX: Foundations, Reflective Practice and Professional Development - The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate’s choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and
demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

*Possible courses to draw from:* CI 204, AGEDS 310 / 550

*Artifact focus:* The artifact provides evidence for your understanding of why US schools are the way they are and the role of schools in society.

*Cover sheet focus:* Describe how your artifact addresses why US schools are the way they are and the role of schools in society AND how your behavior impacts students, and how you actively seek opportunities for professional growth. [Note: during student teaching—collect artifacts for any inservice activities, professional development, etc. that you attend.]

**Std X: Collaboration, Ethics and Relationships** - The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

*Possible courses to draw from:* CI 406/506, AGEDS 310

*Artifact focus:* The artifact provides evidence for your understanding of how to develop relationships with members of the school and community to support student learning OR your understanding of education law (e.g., Special Education, Child Protective Services, etc.), policy or ethics.

*Cover sheet focus:* Describe how your artifact addresses how to develop relationships OR education law. [during student teaching—collect artifacts on formal and informal communication with parents, peers and administrators; parent-teacher conferences (identifying information removed); AND team planning meetings or other collaborative experiences with other teachers]

**Std XI: Technology** - The candidate effectively integrates technology into instruction to support student learning.

*Possible course to draw from:* CI 202/501, AGEDS 402/502

*Artifact focus:* The artifact provides evidence for your understanding of how to effectively integrate technology into instruction to support student learning.
Cover sheet focus: Describe how your artifact addresses how you effectively integrate technology into instruction to support student learning.

Std XII: Methods of Teaching - Methods of teaching have an emphasis on the subject and grade level endorsement desired.

Possible courses to draw from: AGEDS 402/502

Artifact focus: The artifact provides evidence for your understanding of the relationship between the instructional methods you use and the subject and grade level you teach (age-level appropriate and pedagogical content knowledge)

Cover sheet focus: Describe how your artifact addresses the relationship between the instructional methods you use and the subject and grade level you teach.
## APPENDIX 2

### List of ISU Courses with Portfolio assignments

<table>
<thead>
<tr>
<th>Standard</th>
<th>Course</th>
<th>Artifact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Subject Specialty</td>
<td>Artifacts will come from students area of specialization—not specified</td>
</tr>
<tr>
<td>2</td>
<td>CI 333/529</td>
<td>CI 333 evaluated by course grade.</td>
</tr>
<tr>
<td></td>
<td>AGEDS 402/502</td>
<td>Small group/Individual Assignment</td>
</tr>
<tr>
<td>3</td>
<td>CI 406/506</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>AGEDS 401/501</td>
<td>Curriculum Assignment</td>
</tr>
<tr>
<td></td>
<td>AGEDS 310</td>
<td>Mini Teaching Lesson</td>
</tr>
<tr>
<td>5</td>
<td>AGEDS 402/502</td>
<td>Small Group/Individual and Large Group Assignment</td>
</tr>
<tr>
<td>6</td>
<td>AGEDS 402/502</td>
<td>Class Activity</td>
</tr>
<tr>
<td>7</td>
<td>CI 406/506</td>
<td>Unit Plan (consistent across sections.) Some instructors also included Ethnographic Study, Meritocracy Debate, Quizzes and Exams and/or Contact Activity and/or Photo Activity.</td>
</tr>
<tr>
<td></td>
<td>AGEDS 310</td>
<td>Mini Teaching Lesson</td>
</tr>
<tr>
<td></td>
<td>AGEDS 402/502</td>
<td>Small Group/Individual and Large Group Assignment</td>
</tr>
<tr>
<td>8</td>
<td>CI 333/529</td>
<td>Evaluated by course grade.</td>
</tr>
<tr>
<td></td>
<td>AGEDS 402/502</td>
<td>Small Group/Individual and Large Group Assignment</td>
</tr>
<tr>
<td>9</td>
<td>CI 204/550</td>
<td>Issues presentation/paper or end of the semester final reflection paper.</td>
</tr>
<tr>
<td></td>
<td>AGEDS 310</td>
<td>Legislative and history assignment</td>
</tr>
<tr>
<td>10</td>
<td>CI 406/506</td>
<td>Unit Plan (consistent across sections.) Some instructors also included Ethnographic Study, Meritocracy Debate, Quizzes and Exams and/or Contact Activity and/or Photo Activity.</td>
</tr>
<tr>
<td></td>
<td>AGEDS 310</td>
<td>Ethics Reflection</td>
</tr>
<tr>
<td>11</td>
<td>CI 202/501</td>
<td>Course portfolios and final reflection paper.</td>
</tr>
<tr>
<td></td>
<td>AGEDS 402</td>
<td>Large Group Assignment</td>
</tr>
<tr>
<td>12</td>
<td>AGEDS 402</td>
<td>Small Group/Individual and Large Group Assignment</td>
</tr>
</tbody>
</table>
APPENDIX 3

Examples of Evidence From Student Teaching

1. **Content/subject matter specialization.** The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches and **creates learning experiences that make these aspects of the subject matter meaningful for students.**
   - Lesson/activity plans with modifications and extensions
   - Weekly or daily lesson plans
   - Unit plans/Linked lessons
   - Journal reflections on lesson implementation

2. **Student learning.** The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.
   - Age appropriate lesson plans/activities
   - Assessment data
   - Journal reflections on students learning and development

3. **Diverse learners.** The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.
   - Lesson plans that include modifications and extensions
   - Reflections on lesson plans
   - Journal reflections on individualization

4. **Instructional planning.** The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.
   - Weekly or daily lesson plans
   - Unit plans/Linked lessons
   - Journal reflections on planning process

5. **Instructional strategies.** The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.
   - Linked lessons that show a variety of instructional strategies to address different learning outcomes
   - Lesson plans with modifications/extensions or critical thinking questions
   - Journal reflections on instructional strategies

6. **Learning environment/classroom management.** The candidate uses an understanding of individual and group motivation and behavior; creates a learning
environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.

- Classroom management plan with reflections on implementation
- Intervention or behavior plans
- Journal reflections on classroom management, transitions, etc.

7. Communication. The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

- Lesson plans that highlight communication with and among your students in the classroom
  - Teacher presentation of information (large group)
  - Student presentation of information (large group)
  - Small group activities (e.g., reading groups)
  - Debates
  - Role playing
  - Etc.
- Journal reflections

8. Assessment. The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.

- Lesson plans with strong assessment piece
- Assessment data (anecdotal, rubrics)
- Progress monitoring
- Journal reflections on assessment

9. Foundations, reflective practice and professional development. The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate’s choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

- Professional activities or trainings (collect agenda, handouts, your notes, etc.)
- Mandatory Trainings (e.g., blood-borne pathogens, Child Abuse Reporter, etc.)
- Journal reflections on professional development opportunities

10. Collaboration, ethics and relationships. The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to
support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge of and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

- Notes/materials from grade-level team type planning meetings
- Parent contacts
- Paraprofessional contacts
- School board meeting agenda, your notes from the meeting, etc.
- Journal reflections on staff interactions or parent conferences

11. Technology. The candidate effectively integrates technology into instruction to support student learning.

- Lesson plans using technology
  - How to use technology
  - Technology integrated lessons
- Journal reflections on technology in the school/classroom

12. Methods of teaching. Methods of teaching have an emphasis on the subject and grade level endorsement desired.

- Journal reflections on methods of teaching
- Weekly or daily lesson plans
- Unit/linked lesson plans
- Lesson plan reflections
- Documenting questions before, during, and after the lesson
- Notes from Supervisor observations
APPENDIX 4

Example of artifact 1 project from transfer student

Iowa State University Teacher Education Standards

Artifact 1 e-Portfolio Cover Sheet

Student name: _________________________________

Univ, Course# and Title: University of Northern Iowa, 240-031 Educational Technology and Design

Instructor: Jones Semester/Year: Spring 2009 Artifact Grade: A

Standard XI: Technology

The candidate effectively integrates technology into instruction to support student learning.

1. Purpose of the assignment: The purpose of the Webquest assignment was to provide each student with the opportunity to familiarize him or herself with available online programs and resources and to gain experience creating online learning tools that will engage students and help them develop digital literacy skills. While completing the Webquest assignment we were required to design learning experiences that will engage our future students in individual and collaborative learning activities.

2. How the assignment met the standard: This Webquest demonstrates my proficiency in the technology standard because I was required to design a technology-based activity that engaged students in meaningful learning while addressing technology and content area standards. I chose to focus on Health content standards for my Webquest and had students engage in a variety of web-based activities as they worked through the assignment.

Students worked collaboratively to practice choosing healthy foods as they applied their understanding of nutrition and exercise to make recommendations about living a healthy lifestyle. Students assumed specific roles in the project and worked collaboratively to collect information from the World Wide Web and create their own graphic to represent their understanding of healthy nutrition and exercise habits. Through the activity students used technology to learn about nutrition, and also learned 21st Century skills like searching the Internet, working collaboratively with the other members of the team, and designing and creating a graphic using digital tools.
Experts! Help Save The Aliens!

Introduction

ALIENS! After studying extraterrestrial activity for billions of years, scientists have discovered that aliens really do exist! A space ship arrived on Earth from the planet Mars, carrying ten aliens. Surprisingly, the aliens need our help in order to survive! The leader of their people has become extremely sick with the stomach flu and has already tried everything he can think of to get better--taking medicines, getting a good night’s rest, and laying in bed all day. The doctors here have decided that his eating habits are the cause of this horrible sickness. This WebQuest is the perfect complement for our thematic unit on wellness because throughout the past few days, you all have become experts on nutrition. With a little help from some outside resources and, using the information you already know, you can help not just the sick leader, but ALL the aliens become healthier.

Task

So what can you do to help? With all the professionals busy helping, experimenting, and studying the aliens’ ways of life, the doctors have asked us to make a meal and snack choice guide for the aliens. Together we can help prevent this illness from infecting all the aliens, living on Mars.

Your task, as students, is to create a graphic (picture) of nutrition. Your guide must include the different food/other groups and how much of each group people are supposed to eat/do in one day. First, in groups of five, you must brainstorm ways that nutrition can be drawn in a picture. Be sure to think about all the different food groups--it may help you to use the worksheet handed out earlier in the week--Document it for a Day (when you wrote down everything you ate for an entire day).

The task for this WebQuest is to create a guide for nutrition, including examples of foods in all groups and how much a person of eat group a person is supposed to eat/do.
Process

1. Before you begin researching your topic, go to the Resources pages and play the USDA Blast Off Game to test your nutrition knowledge. Be sure to remember to print off your results.

2. In your groups, decide which part of nutrition that each of you individually wants to specialize in.

   - **Grain Governor**
     
     Bread, Bagels, and Buns are your business! Your job is to research the Grain Group. Be sure to find lots of examples and know how much grain someone should eat in one day! Write down as much information and as many examples that you can find. Report everything back to your groupmates!

   - **Fruit and Vegetable Virtuoso**
     
     Raspberries, Radishes, and Raisins are your responsibility! Your job is to research both the Fruit and the Vegetable Groups. Be sure to find lots of examples and know how much fruit and vegetables someone should eat in one day! Write down as much information and as many examples that you can find. Report everything back to your groupmates!

   - **Meat and Bean Manager**
     
     Peanuts, Pork, and Poultry are your profession! Your job is to research the Meat and Bean Group. Be sure to find lots of examples and know how much meat and how many beans someone should eat in one day! Write down as much information and as many examples that you can find. Report everything back to your groupmates!

   - **Dairy Director**
     
     Cottage Cheese, Sour Cream, Cream Cheese are your career! Your job is to research the Dairy Group. Be sure to find lots of examples and know how many dairy products someone should eat in one day! Write down as much information and as many examples that you can find. Report everything back to your groupmates!

   - **Exercise Emperor**
Jumping, Jogging, and Juggling are your job! Your job is to research the Exercise Group. Be sure to find lots of examples and know how much exercise someone should get in one day! Write down as much information and as many examples that you can find. Report everything back to your groupmates!

3. Do your research to find out the information needed to complete your small part of the group graphic (find out how much someone should do or eat and find a few examples). Use the Resources listed in the next section. While you are looking at the Resources, write down all the information that you want to share with your group and put on your poster.

4. After you are done researching, meet with your groupmates and begin creating your graphic.

5. Present your final guide to your fellow experts. Each expert should talk about the part of nutrition that he/she specialized in--Grain Governor, Fruit and Vegetable Virtuoso, Meat and Bean Manager, Dairy Director, and Exercise Emperor. Be sure to look over the Evaluation page for some suggestions.

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# Evaluation

<table>
<thead>
<tr>
<th></th>
<th>1-2 points</th>
<th>3-4 points</th>
<th>5 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work</td>
<td>Work is not completed and/or late.</td>
<td>Work is somewhat completed.</td>
<td>All work is completed and is on time.</td>
</tr>
<tr>
<td>INDIVIDUAL SCORES</td>
<td>Completed Game Exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project Organizer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Explains his/her own part of the project in presentation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Used time wisely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GROUP SCORES</td>
<td>Project creativity</td>
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<td></td>
<td>Color is used in visual.</td>
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<tr>
<td></td>
<td>Everyone had a separate group.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Everyone was included in the making and putting together of presentation.</td>
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<td></td>
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<tr>
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<td>POSSIBLE: 40</td>
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<tr>
<td>STUDENT'S GRADE:</td>
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<td></td>
<td></td>
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<tr>
<td>PERCENTAGE:</td>
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</tbody>
</table>

All images (C) 2003-2009 [www.clipart.com](http://www.clipart.com)

https://

2/23/2012
Notes for Teachers

1. My thematic unit is wellness.

2. The unit objective of this project supports is: Given a diagram of the Food Pyramid and a list of foods (C), second grade students (A), will give examples of foods in the various food groups (B), with 80% accuracy.

3. The audience for this assignment is a group of 20 second grade students.

4. This project supports the components content/subject matter and specialization from INTASC Standard 1, because this WebQuest focuses solely on nutrition, which is just a subcategory of wellness. Prior to being exposed to this WebQuest, students will already have an understanding of nutrition from the exercises they have completed during this thematic unit. In this WebQuest, students must unite all the aspects of their knowledge to create a final project, showcasing all the information they know. Nutrition and wellness are both topics important to students because they affect everyone, everywhere.

This project supports the component diverse learners from INTASC Standard 3, because students are given a choice of which expert they wish to become—Meat and Bean Manager, Dairy Director, Fruit and Vegetable Virtuoso, Exercise Emperor, and Grain Governor. Each student does his/her own research individually and then collaborates with groupmates to create a well-thought out final product. This project is feasible for students wishing to work alone and those wanting to work with a group because both choices are required within the WebQuest.

This project supports the component communication from INTASC Standard 6, because students are assigned to groups of five, forcing them to communicate and plan with their groupmates. After researching individually, students must collaborate and combine their five pieces of information (Project Organizer) into one. This WebQuest also promotes communication within the entire class, as each group is expected to present its final project/graphic to the class.

This project supports the component computer technology from INTASC Standard 11, because the WebQuest and all of its components are found online—which can only be accessed by means of computer. Each student is also instructed to complete the USDA Blast Off Game and the Project Organizer—an Excel Spreadsheet. Students’ projects will not have sufficient data without the help of online and computer resources. Another aspect that technology is incorporated into this WebQuest is the Evaluation, which is also an Excel Spreadsheet.
APPENDIX 5

Examples of Synthesis of Evidence

Synthesis of Evidence

As a graduate of the University Teacher Education Program, I feel that I am ready to be an effective elementary classroom teacher. Throughout the course of the program, I have learned an amazing amount about the teaching profession and how to be a high-quality educator. I have been able to apply what I learned during student teaching, and I believe that I will only continue to become a more successful teacher as time goes on.

There are 12 teaching standards that every new teacher must be able to meet. Many of these standards are directly related to each other – that is, a teacher cannot show mastery of only one standard at a time.

In my opinion, Standard XIII (Assessment) and Standard II (Student Learning) go hand in hand. Assessments, both formative and summative, evaluate student development. This can be social-emotional, intellectual, or physical development. Frequent use of assessments should guide instruction based on the needs of the students and the ways in which they learn. An effective teacher can use a variety of assessment types that appeal to the different ways that students learn best. For example, a teacher might use a pencil-paper assessment, a performance-based task, or oral discussion as an assessment tool. Varying the types of assessments used is important because not all students test the same way. Some students need to perform a task as opposed to taking a quiz. Assessments given must also be appropriate to the level of development. A student in first grade would most likely have significant trouble answering a written, 10 question quiz. It is important that the teacher understand the developmental level of the students when planning both assessments and learning opportunities.

Standard VII (Communication), Standard IX (Professional Development), and Standard X (Relationships) have strong ties to each other. A teacher must have strong communication skills when dealing with students, families, other professionals, and the community. To truly support collaboration in the classroom, the teacher has to develop relationships with all those involved in the education of her students. It is also important that the teacher continue to grow as time goes on. As such, it is vital that a teacher constantly evaluate her decisions and how they will affect those around her.

Many standards come together when a teacher is planning lessons. I believe that a teacher cannot have mastered only one of these standards. Planning and implementing a successful lesson includes many elements. If one element is not on track, the lesson will not be as high-caliber as it could be. When a teacher is planning lessons, she has to first be able to think about her students and how they learn. It is paramount that a teacher not only be able to plan lessons around a district’s curriculum and standards, but around the students as well. At this point, the teacher has to think about the diversity present in a classroom. Students have varying ability levels, interests, and cultural norms.
that must be addressed during the school day. In addition, because students are not all alike, a
teacher has to decide on a plan for classroom management.

When planning a lesson, a teacher needs to think about how much time it will take to get out
materials/put them away, what she will do if students do not follow directions, and how to
handle any disruptions that might occur. Without this plan, a lesson will most certainly not
run smoothly. I learned about this during student teaching. Once I was able to plan for
disruptions, transitions, and other management procedures, my lessons were able to flow
much more easily.

In this millennium, the use of technology has become so widespread that it would be
imprudent to ignore it. If a teacher really wants to engage today’s students, she would have to
find uses for the available technology.

An effective teacher must use a variety of instructional strategies in a lesson. This idea works
well with the ways that students learn, their diversity, and their development. Because
students learn differently, a teacher should use several different strategies that will allow for
all students to learn. Sticking to the same exact formula from day to day is not only tedious,
but in my opinion leads to a smaller amount of learning and less meaningful classroom
experiences.

Content knowledge is another important factor for a teacher to think about when planning
instruction. The bottom line is that the teacher should always know and understand what she
is teaching. As a teacher, if I do not understand something, how can I effectively teach it? I
need to be able to answer student questions and guide their inquiries so that learning takes
place. This is not possible without proficiency in the subject area that is taught. In this way, it
is also essential that a teacher be able to teach using methods appropriate to instruction, the
content, and the students being taught. The methods of teaching should make sense and flow
logically.

There are many things that make a great teacher. Most, if not all, of the standards are
connected in some way, and to be a great teacher one has to be able to incorporate all of those
skills together.

When I first began the teacher education program, I had little knowledge of the 12 standards.
I thought that the most important thing that had to happen in order to teach something was
that the teacher knew the content very well. While I still believe that this is important, I now
know that there is so much more that goes into teaching. Not only does a teacher have to
have that content knowledge, but she has to be able to employ a variety of strategies, using a
variety of mediums, in order to teach effectively.

For example, when I first began the program, I thought that lesson planning just meant
deciding what to do, and coming up with a couple of questions to go along with what you
were teaching. I was not aware of the direct connection between what the teacher does and
what the students learn.

There are so many factors to take into account when lesson planning, such as strategies, use
of technology, collaboration between students, the way students learn, differentiation,
assessment, and classroom management during the lesson. Something as simple as putting
away materials can require a plan of action that is well thought out. At the beginning of this
program, I would not have given that a thought. During student teaching, I was able to apply
what I have learned about lesson
planning and everything that it involves. Over 16 weeks I practiced being able to include all of those factors. It wasn’t easy at the beginning. I found myself overlooking small parts that would help everything run as smoothly as it could. As my time in student teaching went on and I practiced more every day, I was able to remember to think about everything that would happen during a lesson. Now, at the end of student teaching, I can say that not only do I pay close attention to the little details of a lesson, but I naturally think of those things and account for them.

I have also been able to advance my thinking about my own practices. I was given many opportunities during student teaching to evaluate my own effectiveness as a teacher. I have found that reflection and self-evaluation are incredibly valuable tools to have in my arsenal. Being able to think objectively about your own teaching is one of the single best ways to improve. I know that once I have moved past my initial licensure, I will no longer be assigned a mentor. I will need to rely more on my own assessment than on someone else’s. During student teaching, I was able to go to many professional development meetings and I found them to be very helpful. I began to understand how important it is to keep taking courses through my school and AEA. Education is always changing – it would be a disservice to my students not to keep up.

The artifacts that I have chosen show that I am ready to step out into the world of teaching. My artifacts are directly linked to each standard, and I have demonstrated growth from the first set of artifacts to the second. I chose these artifacts because I feel that they express the idea that my time in the teacher education program was well spent, meaningful and helpful in my preparation as a teacher.

As a teacher, I believe that it is important to never stop being a learner. I know that as I continue on in my teaching career I want to see persistent improvement in my teaching and in my understanding of the 12 standards. One of the most important ways that I believe I can do this is by developing professional relationships with those teachers who are more experienced than I am. I have always felt that I can benefit from those who came before me, and I understand that by cultivating relationships with those around me that I can achieve my goals.

I also want to continue to work on my skills with teaching strategies. I know how to use different strategies effectively in the classroom; my goal is to take that even further. I want to be able to use an even bigger variety of teaching strategies while still meeting school and district goals. In addition to honing these skills, I hope to be able to work at everything I do to become an even better teacher.

Another goal of mine is to enhance my understanding of instructional technology, and how I can more effectively use technology in the classroom. I believe that as a teacher I should be open to using new technologies, and I plan to help ensure that the school I teach at has access to them.

In conclusion, I believe that as a new teacher, I will be able to be effective. I have shown mastery of each of the 12 teaching standards by applying them to student teaching and throughout the teacher education program. I hope to continue to improve as I begin my career. It is important to me that I never hit a point where I have stopped growing. My main career goal is to always be working toward being the best teacher I can be.
APPENDIX 6

Assessment Form

Portfolio Assessment Form
Iowa State University

Overall Assessment of Portfolio: ☐ Acceptable ☐ Unacceptable

If your portfolio is rated Unacceptable you must address each of the concerns raised on this form and have your portfolio evaluated again. When you have completed revisions please contact Al Campbell (arc@iastate.edu) to indicate that your portfolio is ready for re-evaluation.

Synthesis of Evidence: ☐ Proficient ☐ Not Proficient

☐ You need to tie claims in the essay directly to the specific details of the artifacts.

☐ You need revise the essay so that it is written in standard edited English (grammar, usage, spelling, paragraph structure, etc.).

☐ You need to use language appropriate to each standard when making claims.

☐ You need to present evidence to make the case that you met the requirement for the synthesis of evidence as a reflective practitioner

☐ Overall, and through this essay, you need to make the case that you are an effective new teacher

Comments:

About Me section: ☐ Acceptable ☐ Unacceptable

☐ You need to provide some initial information about yourself and an overview of your ideas about teaching.
Standard 2
Student Learning

The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.

General:  □ Acceptable  □ Unacceptable
□ You need to make sure the correct artifact is uploaded under each heading.

Std 2 Artifact 1:  □ Acceptable  □ Unacceptable
□ You need to provide a more substantial artifact.
□ You need to provide an artifact that directly addresses the standard.

Std 2 Coversheet 1:  □ Acceptable  □ Unacceptable
□ You need to fill in all of the introductory information.
□ You need to provide a more detailed and clear description of the assignment and its purpose.
□ You need to provide a more detailed and clear explanation of how your artifact met the standard.
□ You need to proofread your coversheet to eliminate spelling, grammar and typographical errors.

Std 2 Artifact 2:  □ Acceptable  □ Unacceptable
□ You need to provide a more substantial artifact.
□ You need to provide an artifact that directly addresses the standard.

Std 2 Coversheet 2:  □ Acceptable  □ Unacceptable
□ You need to fill in all of the introductory information.
□ You need to provide a more detailed and clear description of the assignment and its purpose.
□ You need to provide a more detailed and clear explanation of how your artifact met the standard and your growth in the program.

[11 more like this page for remaining standards]
Iowa State University Teacher Education Standards

Artifact 1 e-Portfolio Cover Sheet

Student name: ______________________________________________________

Univ, Course# and Title: ______________________________________________

(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: ____________ Semester/Year: ______ Artifact Grade: __________

Standard I: Content/Subject Matter Specialization

The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches, and creates learning experiences that make these aspects of the subject meaningful for students.

Purpose of the assignment:

How the assignment met the standard:
Iowa State University Teacher Education Standards

Artifact 1 e-Portfolio Cover Sheet

Student name: __________________________________________

Univ, Course# and Title: ________________________________

(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: _________ Semester/Year: _______ Artifact Grade: __________

Standard II: Student Learning
The candidate demonstrates an understanding of human growth and development and of how
students learn and participates in learning opportunities that support intellectual, career,
social and personal development.

Purpose of the assignment:

How the assignment met the standard:
Student name: ________________________________

Univ, Course# and Title: ________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: _____________ Semester/Year: _______ Artifact Grade: ___________

**Standard III: Diverse Learners**
The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.

**Purpose of the assignment:**

**How the assignment met the standard:**
Iowa State University Teacher Education Standards
Artifact 1 e-Portfolio Cover Sheet

Student name: ____________________________________________________________

Univ, Course# and Title: _________________________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: ___________ Semester/Year: ______ Artifact Grade: __________

---

Standard IV: Instructional Planning
The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

Purpose of the assignment:

How the assignment met the standard:
Iowa State University Teacher Education Standards
Artifact 1 e-Portfolio Cover Sheet

Student name: ____________________________________________________________

Univ, Course# and Title: ___________________________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: ______________Semester/Year: _______Artifact Grade: ____________

Standard V: Instructional Strategies

The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.

Purpose of the assignment:

How the assignment met the standard:
Student name: ______________________________________________________

Univ, Course# and Title: ____________________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: _____________ Semester/Year: ________ Artifact Grade: _________

---

**Standard VI: Learning Environment/Classroom Management**

The candidate uses an understanding of individual and group motivation and behavior; creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation; maintains effective classroom management; and is prepared to address behaviors related to substance abuse and other high-risk behaviors.

**Purpose of the assignment:**

**How the assignment met the standard:**
Standard VII: Communication

The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

Purpose of the assignment:

How the assignment met the standard:
Student name: ____________________________________________

Univ, Course# and Title: ____________________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: ____________ Semester/Year: _______ Artifact Grade: _________

Standard VIII: Assessment
The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.

Purpose of the assignment:

How the assignment met the standard:
Iowa State University Teacher Education Standards
Artifact 1 e-Portfolio Cover Sheet

Student name:______________________________________________________________

Univ, Course# and Title: ____________________________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: _____________ Semester/Year: _______ Artifact Grade: ___________

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<thead>
<tr>
<th>Standard IX: Foundations, Reflective Practice and Professional Development</th>
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<tr>
<td>The candidate develops knowledge of the social, historical, and philosophical</td>
</tr>
<tr>
<td>foundations of education. The candidate continually evaluates the effects of</td>
</tr>
<tr>
<td>the candidate's choices and actions on students, parents, and other professionals</td>
</tr>
<tr>
<td>in the learning community; actively seeks out opportunities to grow professionally;</td>
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<tr>
<td>and demonstrates an understanding of teachers as consumers of research and as</td>
</tr>
<tr>
<td>researchers in the classroom.</td>
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Purpose of the assignment:

How the assignment met the standard:
Student name: ________________________________

Univ, Course# and Title: ____________________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)

Instructor: ________________  Semester/Year: _____  Artifact Grade: _________

**Standard X: Collaboration, Ethics and Relationships**
The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

**Purpose of the assignment:**

**How the assignment met the standard:**
Iowa State University Teacher Education Standards
Artifact 1 e-Portfolio Cover Sheet

Student name: ____________________________________________________________
Univ, Course# and Title: __________________________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)
Instructor: ________________ Semester/Year: ______ Artifact Grade: _________

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<th>Standard XI: Technology</th>
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<tbody>
<tr>
<td>The candidate effectively integrates technology into instruction to support student learning.</td>
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Purpose of the assignment:

How the assignment met the standard:
Iowa State University Teacher Education Standards
Artifact 1 e-Portfolio Cover Sheet

Student name:__________________________________________________________

Univ, Course# and Title: ______________________________________________
(e.g., ISU, AGEDS 402, Methods of Teaching in Agricultural Sciences/Agribusiness)
Instructor: _____________Semester/Year: ______Artifact Grade: _____________

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<th>Standard XII: Methods of teaching</th>
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<tr>
<td>Methods of teaching have an emphasis on the subject and grade level endorsement desired.</td>
</tr>
</tbody>
</table>

Purpose of the assignment:

How the assignment met the standard:
APPENDIX 8

Iowa State University Teacher Education Standards
Artifact 2 e-Portfolio Cover Sheet

Student name: ___________________________________________

Course and Instructor if methods class: ___________________________

Name of School and Coop Teacher: _______________________________

ISU Supervisor: ___________________________ Semester/Year: ____________

**Standard I: Content/Subject Matter Specialization**

The candidate demonstrates an understanding of the central concepts, tools of inquiry, and structure of the discipline(s) the candidate teaches, and creates learning experiences that make these aspects of the subject meaningful for students.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Student name: __________________________________________

Course and Instructor if methods class: ________________________________

Name of School and Coop Teacher: ________________________________

ISU Supervisor: ___________________________ Semester/Year: ________________

**Standard II: Student Learning**

The candidate demonstrates an understanding of human growth and development and of how students learn and participates in learning opportunities that support intellectual, career, social and personal development.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Iowa State University Teacher Education Standards
Artifact 2 e-Portfolio Cover Sheet

Student name: __________________________________________

Course and Instructor if methods class: ____________________________

Name of School and Coop Teacher: ________________________________

ISU Supervisor: ___________________________ Semester/Year: ____________

### Standard III: Diverse Learners
The candidate demonstrates an understanding of how students differ in their approaches to learning and creates instructional opportunities that are equitable and adaptable to diverse learners.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Student name: ________________________________

Course and Instructor if methods class: ________________________________

Name of School and Coop Teacher: ________________________________

ISU Supervisor: ________________________ Semester/Year: ________________

### Standard IV: Instructional Planning
The candidate plans instruction based upon knowledge of subject matter, students, the community, curriculum goals, and state curriculum models.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Student name: _________________________________

Course and Instructor if methods class: _________________________________

Name of School and Coop Teacher: _________________________________

ISU Supervisor: ______________________ Semester/Year: ________________

---

**Standard V: Instructional Strategies**

The candidate demonstrates an understanding of and an ability to use a variety of instructional strategies to encourage student development of critical and creative thinking, problem-solving, and performance skills.

**Purpose of the assignment:**

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Iowa State University Teacher Education Standards
Artifact 2 e-Portfolio Cover Sheet

Student name: ____________________________________________

Course and Instructor if methods class: ________________________________

Name of School and Coop Teacher: ___________________________________

ISU Supervisor: ___________________________ Semester/Year: ________________

Standard VI: Learning Environment/Classroom Management

The candidate uses an understanding of individual and group motivation and behavior; creates
a learning environment that encourages positive social interaction, active engagement in
learning, and self-motivation; maintains effective classroom management; and is prepared to
address behaviors related to substance abuse and other high-risk behaviors.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this
standard since completing artifact 1:
Student name: __________________________________________

Course and Instructor if methods class: ______________________________

Name of School and Coop Teacher: ________________________________

ISU Supervisor: ______________________ Semester/Year: ______________

Standard VII: Communication
The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques, and other forms of symbolic representation, to foster active inquiry and collaboration and to support interaction in the classroom.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Standard VIII: Assessment
The candidate understands and uses formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of the student, and effectively uses both formative and summative assessment of students, including student achievement data, to determine appropriate instruction.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Student name: ________________________________

Course and Instructor if methods class: ________________________________

Name of School and Coop Teacher: ________________________________

ISU Supervisor: __________________ Semester/Year: __________________

Standard IX: Foundations, Reflective Practice and Professional Development

The candidate develops knowledge of the social, historical, and philosophical foundations of education. The candidate continually evaluates the effects of the candidate’s choices and actions on students, parents, and other professionals in the learning community; actively seeks out opportunities to grow professionally; and demonstrates an understanding of teachers as consumers of research and as researchers in the classroom.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Standard X: Collaboration, Ethics and Relationships
The candidate fosters relationships with parents, school colleagues, and organizations in the larger community to support student learning and development; demonstrates an understanding of educational law and policy, ethics, and the profession of teaching, including the role of boards of education and education agencies; and demonstrates knowledge and dispositions for cooperation with other educators, especially in collaborative/co-teaching as well as in other educational team situations.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Student name: ________________________________

Course and Instructor if methods class: ________________________________

Name of School and Coop Teacher: ________________________________

ISU Supervisor: ___________________ Semester/Year: ___________________

**Standard XI: Technology**

The candidate effectively integrates technology into instruction to support student learning.

Purpose of the assignment:

How the assignment met the standard and explanation of your growth in this standard since completing artifact 1:
Student name: ______________________________________

Course and Instructor if methods class: ______________________________

Name of School and Coop Teacher: ______________________________

ISU Supervisor: ______________________ Semester/Year: ______________

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**Standard XII: Methods of teaching**

Methods of teaching have an emphasis on the subject and grade level endorsement desired.

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Purpose of the assignment:

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How the assignment met the standard and explanation of your growth in this standard since completing artifact 1: