

# TEACHING AS A PROFESSION FINAL PORTFOLIO

You must develop a portfolio that includes the following artifacts.

All artifacts must be typed and include a heading that includes the following information:

- Student Name:
- Standard Number:
- Month Submitted:

Please refer to the portfolio rubric for more information on the compilation requirements.

| <b>Standard &amp; Artifacts Required</b>   | <b>Month Due</b> |
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| <p><b>ET-TAPP-1: Demonstrate employability skills required by business and industry.</b><br/> <b>The following elements should be integrated throughout the content of this course.</b></p> <p>1.1 Communicate effectively through writing, speaking, listening, reading, and interpersonal abilities.<br/>           1.2 Demonstrate creativity with multiple approaches to ask challenging questions resulting in innovative procedures, methods, and products.<br/>           1.3 Exhibit critical thinking and problem-solving skills to locate, analyze, and apply information in career planning and employment situations.<br/>           1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.<br/>           1.5 Apply the appropriate skill sets to be productive in a changing, technological, and diverse workplace to be able to work independently, interpret data, and apply team work skills.<br/>           1.6 Present a professional image through appearance, behavior, and language.</p> | <b>Ongoing</b>   |
| <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>• Employer and Coordinator Evaluations</li> <li>• GABest Certificate</li> </ul>   |                  |
| <p><b>ET-TAPP-2: Create a portfolio demonstrating knowledge, skills and experiences from the Teaching as a Profession Pathway.</b></p>   | <b>August</b>    |
| <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>• <b>Individual Career Plan – Complete the Individual Career Plan document provided.</b></li> </ul>   |                  |
| <p><b>2.1: Read and understand philosophies that undergird educational practice and compose a personal philosophy of education.</b></p>  |                  |
| <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>• Describe, compare, and contrast at least three different educational philosophies. Include at least one student-centered and one teacher-centered philosophy.</li> <li>• Create or update your personal philosophy of education. (At least two paragraphs.)</li> </ul>  |                  |
| <p><b>2.2: Design a child guidance and behavior plan that includes consequences and rewards.</b></p>   | <b>September</b> |
| <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>• Create a behavior management plan you would use in your own classroom. (Create your own...do not use the one your mentor teacher uses.) Include a description of how the plan would operate in a real classroom. What are the consequences and rewards? (i.e. moving your clip from green to yellow to red.) What happens if you stay on green? What happens as you move to another color? How are rewards issued (daily, weekly)? You should have an example/replica of the components (i.e. stop light, clips, instructions, etc.)</li> </ul>   |                  |

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| <p><b>2.3: Research and evaluate four different classroom guidance (management) techniques that are present in classrooms for children/adolescents.</b></p>   | <p style="text-align: center;"><b>October</b></p>  |
| <p><b>Artifacts Required:</b></p>   |  |
| <ul style="list-style-type: none"> <li>• Classroom management includes establishing and maintaining procedures, rituals, and routines to maximize student achievement. These could include techniques such as group alerting, overlapping, and withitness. Create a table that includes at least four different classroom management techniques. Include a description of the technique as well as the pros and cons of using that technique in the classroom.</li> </ul> |  |
| <p><b>2.4: Analyze a variety of assessments of student performance critiquing the purposes, advantages and disadvantages of each method.</b></p>  |  |
| <p><b>Artifacts Required:</b></p>   | <p style="text-align: center;"><b>November</b></p> |
| <ul style="list-style-type: none"> <li>• Create a table of assessments to include the following information: <ul style="list-style-type: none"> <li>○ Assessment type (formative, summative, authentic/alternative, and high-stakes)</li> <li>○ purpose of each assessment type</li> <li>○ advantages and disadvantages of each assessment type</li> </ul> </li> </ul>  |  |
| <p><b>2.5: Identify and explain the components of an Individual Education Plan (IEP), an Individual Family Services Plan (IFSP), an Early Intervention Plan (EIP) and a 504 plan.</b></p>   |  |
| <p><b>Artifacts Required:</b></p>   |  |
| <ul style="list-style-type: none"> <li>• Locate a sample IEP, IFSP, EIP, and 504 on the internet. On the sample plans, write a description of what each component would include. For example, if the plan has a section titled “Objectives,” write in this area the type of information that would be included in that section. You must have one IEP, one IFSP, one EIP, and one 504.</li> </ul>   | <p style="text-align: center;"><b>December</b></p> |
| <p><b>2.6: Explain interventions and accommodations to use when working with children with special needs.</b></p>   |  |
| <p><b>Artifacts Required:</b></p>   |  |
| <ul style="list-style-type: none"> <li>• Summarize interventions and accommodations. Include at least 10 examples, five interventions and five accommodations.</li> </ul>   |  |
| <p><b>2.7: Develop a Teacher Work Sample using Georgia Performance Standards and Common Core Georgia Performance Standards to include learning goals, assessment plans, instruction to meet learning goals, and a reflection of the lesson.</b></p>   | <p style="text-align: center;"><b>January</b></p>  |
| <p><b>Artifacts Required:</b></p>   |  |
| <ul style="list-style-type: none"> <li>• Create and deliver your own lesson plan. Do not use one created by your mentor or found on the internet. The lesson plan must include learning goals (objectives), assessment plans (How will you determine if the students mastered the objectives?), instruction to meet learning goals (How will you teach the material?), and a reflection (How did the lesson go? What would you change?)</li> </ul>                        |  |
| <p><b>2.8: Create a chart that describes the liability insurance of the following educational professional organizations: NAEYC, NEA, PAGE, and ACTE.</b></p>   |  |
| <p><b>Artifacts Required:</b></p>   | <p style="text-align: center;"><b>January</b></p>  |
| <ul style="list-style-type: none"> <li>• Create a table of professional organizations that includes the liability insurance provided by each organization for the different levels of supervision (paraprofessional, teacher, and administrator.)</li> </ul>  |  |
| <p><b>2.9: Summarize various methods of communication with parents and explain the importance of confidentiality when discussing issues with parents.</b></p>   |  |
| <p><b>Artifacts Required:</b></p>   |  |
| <ul style="list-style-type: none"> <li>• Create a chart that includes at least five different ways teachers can communicate with parents. The chart must include a description of the communication method, pros and cons, and the ability of each to maintain confidentiality (How easy or difficult is it to keep student information private when using each method?)</li> </ul>   |  |

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| <p><b>2.10: Interview the mentor teacher on the school’s practice of collaborative planning.</b></p> <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>Design and hold an interview with your mentor teacher about collaborative planning. Your interview must include at least five questions. Submit both questions and answers.</li> </ul>  | <b>February</b> |
| <p><b>2.11: Summarize the school’s Emergency Plan.</b></p> <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>Review your host school’s Emergency Plan. Write a two-paragraph summary of the plan.</li> </ul>   |                 |
| <p><b>Job Shadowing</b></p> <p><b>Artifacts Required:</b></p>   |                 |
| <ul style="list-style-type: none"> <li>Spend the day with an educational professional (someone other than your mentor). Interview the person you are shadowing using the Job Shadow Questions provided. Submit both questions and answers.</li> </ul>   |                 |
| <p><b>2.12: Identify resources that are used in the school system for field trips and inviting speakers from the community.</b></p> <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>List and describe at least five ways you could incorporate field trips and guest speakers when teaching the standards for your current classroom placement.</li> </ul>   | <b>March</b>    |
| <p><b>2.13: Identify the procedure for learning about a student’s ability through assessment and the student’s permanent cumulative file.</b></p> <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>Describe how a teacher would access pertinent student information to create a successful learning environment. Describe how a teacher would learn about a student’s disabilities, accommodations/modifications, academic performance, health information (allergies), and socio-economic status.</li> </ul>  |                 |
| <p><b>Resume, cover letter, follow-up letter</b></p> <p><b>Artifacts Required:</b></p>  |                 |
| <ul style="list-style-type: none"> <li>Complete cover letter, resume, follow-up letter (can update previous ones)</li> </ul>  |                 |
| <p><b>2.14: Interview the school media specialist about copyright laws.</b></p> <p><b>Artifacts Required:</b></p> <ul style="list-style-type: none"> <li>Working with the other interns placed at your host school; develop at least five questions to ask the media specialist. Each student in the group must submit his or her own copy of both questions and answers.</li> </ul>  | <b>April</b>    |
| <p><b>2.15: Summarize two recent articles where an educator was accused and convicted of violating the Georgia Professional Standards Commission Code of Ethics for Educators.</b></p> <p><b>Artifacts Required:</b></p>  |                 |
| <ul style="list-style-type: none"> <li>Submit a two-paragraph summary for each article. Include a copy of the article with each summary.</li> </ul>   |                 |
| <p><b>2.16: Compose a brief paper to summarize your experience and how the experience has influenced your plans to pursue education as a career.</b></p> <p><b>Artifacts Required:</b></p>  | <b>May</b>      |
| <ul style="list-style-type: none"> <li>Write a one-page paper about how your intern experience has affected you as a student and future teacher. The following are some suggested “starters” for this reflection: <ul style="list-style-type: none"> <li>What I learned from this. . .</li> <li>What I know now. . .</li> <li>What I would do differently and why. . .</li> <li>What I am proud of. . .</li> <li>What I am not proud of. . . What I need to work on. . .</li> <li>How this fits with how I will or will not teach. . .</li> <li>What else I wish I knew about this. . .</li> <li>Why I selected this piece of evidence. . .</li> <li>What I am able to do differently now. . .</li> </ul> </li> </ul> |                 |