EDUC 410: Five-Year Teacher Education Program Year 4 Portfolio

Due Date: Work for Fall semester (Introduction and 1-2 vignettes) due December 9, 2016

This culminating project of your participant year provides you with an opportunity to reflect on what you have learned about teaching, learning, students, contexts, diversity, content, etc. and your progress toward becoming a teacher. Your narrative will focus specifically on the three core teaching dispositions emphasized throughout the program (fairness, learning for all, and professionalism). You will also use the content and pedagogical knowledge you have developed as a result of your coursework (knowledge for practice), as well as the knowledge you have gained as a result of your field experiences (knowledge in practice) and your inquiries (knowledge of practice) to explain how your beliefs, your learning, and the lenses and dispositions that inform our teacher education program have shaped the teacher you are and hope to become. As you tell your story of becoming, you will situate yourself in relation to some of the lenses of our teacher education program that reflect the dispositions of fairness, learning for all, and professionalism, as well as the Characteristics of the Novice Teacher. Readings have been provided related to these lenses, which you may use to analyze, reflect on, and explain your practices and beliefs, as well as to identify what you have learned about teaching and what you have yet to learn.

This semester you are responsible for creating an Introduction to your Portfolio, as well as 1-2 Vignettes.

The lenses of our teacher education program are listed below and the intersections among the lenses, dispositions and characteristics of the novice teacher are represented on the following page. Some of these are organizational (representing institutional arrangements and systems of beliefs and practices), while others are more specifically focused on content and pedagogy.

Organizational lenses:
- Democratic Education (Apple & Bean, 2007)
- Culturally Relevant Education (Ladson-Billings, 1995)
- Critical Literacy (Lewison, Flint, Van Sluys, 2002)
- Family Literacy (Compton-Lilly & Greene, 2011)
- Inclusive Education (Ahram & Fergus, 2011).

Content and Pedagogical Lenses:
- Strategies for erasing the opportunity gap for students in poverty (Gorski, 2013)
- Fixed and dynamic frames (of intelligence) (Johnston, 2012)
- Dialogic teaching/classrooms (Johnston, 2012; Nystrand, 1997)
- Family funds of knowledge (Gonzalez, Moll, & Amanti, 2005).
- Culturally responsive pedagogy (Gay, 2000)

These lenses are not meant to replace familiar content and practices; instead these are perspectives through which you should be able to connect what you have done and are doing in the classroom to meanings and purposes of education that are fair, professional, and address the learning needs of all students.
The diagram below represents the three dispositional domains central to the 5-year teacher education program. It maps the lenses and the associated Characteristics of the Novice Teacher relative to the dispositional domains.

**Lenses of Organization:**
- Democratic Education
- Culturally Relevant Education
- Critical Literacy
- Family Literacy
- Inclusive Education

**Characteristics:**
- Lifelong learning
- Effective communication
- Professional, oral, ethical
- In-depth pedagogical and content knowledge
- Ability to integrate content and pedagogy
- Reflection
- Aware and respectful of diversity

**Lenses of Content and Pedagogy:**
- Strategies for Erasing Opportunity Gaps for Students in Poverty
- Family Funds of Knowledge
- Fixed & Dynamic Frames
- Dialogic Teaching/Classroom
- Culturally Responsive Pedagogy

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**An Overview of the Structure of the Portfolio:**

**Inclusions:**
- Praxis scores
- Updated transcript GPA (2.75)
- Evaluation summaries from 311, 312, 410, 411 practica
- Narrative recommendation from Year 4 host teacher
- A written narrative of your journey becoming a teacher, which includes an introductory statement, a description/discussion of the critical events/incidents that supported your learning to teach (vignettes of your practice that are connected to the lenses, dispositions, and characteristics), and a reflection on your learning.

**The Written Portfolio Narrative**

The written portfolio narrative will be developed in a Word document and uploaded into your Portfolio in LiveText. Your small group facilitator and critical friend will provide formative
feedback as you develop your narrative. Then, your portfolio will be reviewed by WVU and PDS faculty, most likely, sometime after the semester ends in order to determine whether or not you will be admitted to your Master’s year. These reviewers will provide critical feedback and questions about your portfolio, which will be helpful as you develop your Exit Portfolio during your intern year. Your final written narrative will also be evaluated by your small group facilitator and count toward your EDUC 410 grade.

There are several components to your written narrative. To begin, these should be created in Word documents and saved in more than one location, as we cannot always count on the technology. Ideally, you will create links to additional artifacts/media (lesson plans, videos, etc.) in your written narrative. You should also embed captioned photos throughout your document to support and bring your narratives alive.

In addition to the document listed on page 2, you will also create narratives that address the following:

- **An introductory statement** which includes why/how you came to teaching; your beliefs about teaching and learning (which may come from your educational philosophy); your vision for your future teaching that demonstrates an understanding of the lenses and dispositions that might/will inform your continued professional development.

- **A written account** of your journey becoming a teacher, which identifies and discusses the critical events/incidents that supported your learning to teach. These narratives, which we have named vignettes (short chapters), will represent the various core themes that reflect who you are as a teacher and are connected to the lenses used to organize your portfolio. For your Year 4 portfolio, you will be creating 3 vignettes, which should have titles that highlight your learning and your stances (e.g., “The Greedy Triangle: How teaching about geometric shapes taught me to re-think classroom dialogue” or “Critical literacy in elementary classrooms: How questioning texts have helped my students and me to “see” from multiple perspectives.”) Your chosen theme(s) should be connected to the dispositions of fairness, learning for all, and professionalism and reflect what you are most passionate about as a teacher. Your vignettes need to be supported by a variety of artifacts that provide evidence of your practices and learning (lesson plans, videos, student work, reflections, photos, etc.). As you write the narrative you will explain how the lens(es) you chose, as well as the dispositions/characteristics of the novice teacher inform your practice. These explanations may be woven into the stories you tell, rather than thought of as a checklist you need to map onto your stories.

- **A reflection on your learning** (which will be supported by conversations with a critical friend). You will describe/discuss what you have learned about teaching, learning, students, schools, diversity/equity, content, the dispositions, etc. and summarize who you are becoming as a teacher. You will connect your discussion of your learning to:
  - How you have made use of what you’ve learned from your prior experiences learning about teaching (coursework)/learning to teach (practica) [what was learned in your content courses, your professional education/methods courses, in the inquiry and technology strands]
  - How you have made use of what you’ve learned from reflecting on and studying your teaching (TRN; lesson plan reflections)
How you have made use of what you’ve learned from engaging in collegial conversations with mentor teachers, peers, course instructors, and others.

You will also identify next steps for your learning/professional development and describe opportunities/experiences you will seek during your internship that will support your ongoing development as a practitioner, who reflects the values, lenses, and dispositions that embody our framework and who you wish to become as a teacher.

Further explanation of the vignettes
Each of your vignettes will be written in a story form (use first person; write in a professional, yet engaging manner) and will be told through at least one of the lenses (Democratic Education, Dynamic and Fixed Frames, Critical Literacy, etc.). Keep in mind that there are connections among the lenses so you might highlight more than one lens in a particular vignette. For each of your vignettes you will explain/discuss:

• Which lens you chose and why? In other words, what are your personal connections to the lens you chose?
• You’ll define the lens, citing the relevant literature that informs our understanding of the lens. Please use the literature that has been shared in seminar and/or other readings that have been provided or approved by your small group facilitator.
• How does this lens reflect or contribute to the dispositions of fairness, learning for all, and professionalism?
• How is this lens crucial to your field, specialization (early childhood, science education, etc.)?
• What lessons, units, projects, activities, reflections, dialogues (in your PDS and on campus/in the community) richly show this lens has informed teaching, learning, and community in your classroom….or at least how the lens has begun to inform your teaching, etc.? This is your narrative of becoming a teacher.
• What questions and gaps remain in the development of this lens (what more do you need to learn)?
• How do you plan to continue develop your understanding and practice as framed by this lens in the future? Please be as specific as you can. (This could also be integrated into your reflection.)

Each vignette must integrate a minimum of 3 artifacts through embedded links that fit naturally into the narrative. These artifacts may include, but are not limited to:

• Excerpts from your lesson plan or WVU project or paper that illustrate a key idea
• Video of you explaining an idea
• Student work samples (over time) with explanatory labels
• Graphs, tables, charts, narratives illustrating assessment information
• Excerpts from videos you captured of your teaching
• Interviews with students, parents, teachers, or community members (video, audio, or transcripts)
• Reflections from your TRN
• Notes or letter written by parents, students, mentors, principals, or community members
• A video, audio, or transcript of an oral history that supports your storyline.
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<tr>
<td>Introduction</td>
<td>0-30 pts.</td>
<td>The introductory statement includes a detailed description as to: Why/how you came to teaching; 10 pts. Your beliefs about teaching and learning (you will summarize and highlight your most deeply held beliefs what might come from your educational philosophy. You might link to your philosophy, but please do NOT copy and paste it in this narrative); 10 pts. Your vision for your future teaching that demonstrates a deep understanding of the lenses and dispositions that might/will inform your continued development. 10 pts.</td>
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<td>Vignette 1</td>
<td>0-60 pts.</td>
<td>The vignette is written as a first person narrative and told through one of the lenses. A rationale for the choice of lens (your personal connections to the lens) is discussed in detail. 5 pts. A clear, detailed definition of the lens, in pre-service teacher’s own words, and is supported by references to the literature that discusses the lens. 10 pts. Detailed discussion of how the lens reflects or contributes to the dispositions of fairness, learning for all (and professionalism, if appropriate), as well as your field and specialization. 10 pts. Detailed description of the experiences, lessons, units, reflections, dialogues that provide evidence of how the pre-service teacher developed this lens in his/her teaching. Specific reference is made to how the lens informed the pre-service teacher’s teaching and the learning of the students. 20 pts. Vignette is supported by a variety of artifacts (at least 3 per vignette) that provide evidence of the pre-service teacher’s practices and learning (lesson plans, videos, student work, reflections, photos, etc.). 10 pts. Clear explanations of how the dispositions/characteristics of the novice teacher informed the practice of the pre-service teacher are woven into the stories of teaching that are shared. 5 pts.</td>
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<td>Mechanics</td>
<td>0-10 pts.</td>
<td>The narratives have clear and logical structures with effective introductions and conclusions. The paragraphs/stories are unified and coherent. There are clear transitions. The narrative is free from grammatical and mechanical errors.</td>
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Name:

Rubric for Year 4 Portfolio (100 pts.)
References


