

Teaching Portfolio Content

Utilize the following standards to title your projects and add descriptions to your portfolio.

Standard 1

Content and Curriculum: The prospective teacher understands the central concepts, tools of inquiry, and structures of the disciplines he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Standard 2

Student Development and Learning: The prospective teacher understands how children and youth with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

Standard 3

Diverse Learners: The prospective teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the various needs of pupils, including those with disabilities, exceptionalities, and diverse backgrounds.

Standard 4

Instructional Strategies: The prospective teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving, and performance skills.

Standard 5

Learning Environment: The prospective teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6

Communication Techniques: The prospective teacher uses an understanding of effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard 7

Planning Instruction: The prospective teacher understands how to and is able to organize and plan systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

Standard 8

Assessment: The prospective teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

Standard 9

Professional Development: The prospective teacher understands the importance and purposes of professional development and is a reflective practitioner who continually evaluates the effect of his or her choices and actions on pupils, parents, professionals in the learning community and others, and who actively seeks out opportunities to grow professionally.

Standard 10

Professionalism: The prospective teacher understands the importance of and fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being, and who acts with integrity, fairness, and in an ethical manner.