Portfolio Requirements for Semester 2 Internship

“When a teacher wants to move to a professionally more rewarding or more challenging position, the teacher must document excellence.” -Charlotte Danielson
NORTHWESTERN STATE UNIVERSITY
COMPETENCY PORTFOLIO
2ND SEMESTER INTERNSHIP REQUIREMENT

The intern will prepare and submit an electronic professional portfolio as part of the requirements for the second semester of internship. The Competency Portfolio will be a compilation of evidence of the intern’s accomplishments of the identified outcomes for the intern’s area of certification. The Northwestern State University Teacher Education Conceptual Framework, MODELS FOR LEARNING, the teaching competencies outlined in the Louisiana Components for Effective Teaching (LCET), Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and the Louisiana New Teacher Assistance and Assessment (LATAAP) guidelines form the basis for the documents that are included in the portfolio. LCET and INTASC represent best practice and researched-based teaching competencies expected of beginning teachers in Louisiana who are assessed through the Louisiana Teacher Assistance and Assessment Program. The Education Professional Portfolio will reflect these requirements.

The Competency Portfolio will include four major entries: (1) Planning, (2) Classroom Management, (3) Instructional Unit Plan, and (4) Professional Growth and Development.

The entries will provide evidence of the intern’s ability to: analyze classroom context and make instructional decisions based on that analysis; design and implement meaningful, coherent, and integrated instruction; design challenging, useful classroom assessments; analyze student achievement and use the results to make decisions about future teaching and learning; impact student learning; maintain a positive learning environment; collaborate with different members of the learning community, and analyze and reflect on personal experiences to improve teaching and continue to grow professionally.
The **Competency Portfolio** entries are:

**Entry 1** provides evidence of the development, implementation, evaluation of, and reflection on three (3) individual instructional lessons. The three (3) lessons should be from different subjects and/or different classroom periods.

**Entry 2** demonstrates the intern’s ability to maintain a climate conducive to learning and to provide consistent and clear expectations for student behavior that support student interactions, self-motivation, and active engagement in learning.

**Entry 3** is the design, implementation, assessment of, and reflections on a multi-week Instructional Unit Plan. The intern demonstrates planning and instruction that is meaningful and appropriate for the classroom context and students’ characteristics (background, individual learning needs, developmental level, interests, and approaches to learning). The unit is to be designed around significant concepts and skills of state and national content standards and the standards. Entry 3 requires development of a Work Sample taken from a **multi-week body or unit of instruction** focusing on **one subject area** for a **single group of students**.

**Entry 4** will include professional logs that document professional development activities and interactions with parents, other educational personnel, and the community.

**By the established due date**, the electronic Competency Portfolio should be completed, uploaded to PASS-Port, and submitted for review. Logistical questions for the portfolio can be addressed to the PASS-Port coordinator or to the Office of Field Experience and Clinical Practice.

Portfolio entries are the same across all certification areas but artifacts and evidence presented in the portfolios will reflect the unique aspects of planning, instruction, and assessment for each certification area.

As the signature assessment for the internship course, the **Competency Portfolio** should indicate competency in all areas of teaching. With this expectation in mind, **a score of 80% or better must be earned** on the **Competency Portfolio** for successful completion of the second semester internship.

A grade of I (Incomplete) will be given for the second semester of the internship if an intern submits a portfolio that does not meet the necessary required elements and/or score. The intern will have 60 calendar days after the official closing date of the term in which the grade was assigned to bring components of the portfolio to proficiency level. If the portfolio is not brought to minimum standards within the allotted time, the intern’s grade of I will be changed to F and the intern will not be eligible for teacher certification.
COMPETENCY PORTFOLIO ENTRIES

Entry 1: Planning

A. Contextual Factors and Student Learning Adaptations
   (Form 1.A: Contextual Factors and Student Learning Adaptations)

The intern is to identify the school and student factors that influence the teaching and learning process in the classroom and the adaptations needed to enhance the learning of ALL students. Adaptations might include strategies that provide equitable opportunities for all students as well as accommodations and modifications designed to support students with special educational needs. Students’ backgrounds include the school’s socio-economic makeup, the classroom’s gender, ethnic/cultural make-up, and students’ language proficiency needs, academic performance levels, and special educational needs. Student characteristics include the cognitive, physical, emotional, and social development of students, their prior knowledge, and interests. Environmental factors include district, school, classroom, family, and community factors that impact student learning. These contextual factors may be identified through classroom observations, interactions or communication with students/parents/teachers/school personnel, students’ classroom scores and samples of student work, information found in your students’ cumulative folders, classroom/district/state test scores, individual educational plans, and any other records such as a health history.

Information gathered on students should be examined. The intern should analyze what the information reveals about students, their environment, and their unique learning needs as a group as well as individually. Interns should consider the following questions when completing the Contextual Factors and Student Learning Adaptations form:

- Based on knowledge of cognitive, physical, emotional, and social development, what specific teaching strategies will you use to address the student characteristics and environmental factors you have identified?

- What specific strategies will you use to provide equitable learning opportunities for all students regardless of their gender, race/ethnicity, socio-economic status, or language proficiency?

What accommodations or modifications will you make to enhance the learning of special needs students and those performing above or below grade level?
B. **Formal Evaluation of Instruction**  
(Lesson Plan)  
(Classroom Observation Form)  
(Form 1.B: Self-Evaluation of Instruction)

Formal observations comprise another component of the Competency Portfolio. The major focus of this entry is to provide evidence of instruction; however, formal observations also reflect competence in the four main tenets of the NSU Conceptual Framework. Interns will select three (3) lesson plans and evaluations to include in the Competency Portfolio. **Documented observations should be from different subjects or class periods.** For each of the three (3) formal observations you will include (1) a copy of the daily lesson plan on a NSU-approved lesson plan template, (2) a copy of the completed *Classroom Observation Form* and (3) a self-reflection of the lesson.

1. **Planning:**

Include **three (3) example lesson plans** from lessons taught and evaluated by the University Supervisor and/or Cooperating Principal or principal designee. An approved NSU lesson plan format must be used. Lesson plans included in the portfolio should indicate:

- **Content Pedagogy**  
  Example lesson plans indicate understanding of the central concepts, tools of inquiry, & structure of the discipline taught. Plans should indicate strong content knowledge and the ability to create learning experiences that make the aspects of subject matter meaningful for students.

- **Conceptual Framework**  
  The objectives and activities in sample lesson plans reflect the principles of NSU Conceptual Framework: *Models for Learning.*
  - Problem Solving
  - Creative and Critical Thinking
  - Assessment-Based Decision Making
  - Responsibility Taking

Each example lesson plan should include a **brief narrative** that identifies the Conceptual Framework principle(s) addressed and brief explains how the lesson promotes use of principle(s) by K-12 students.

- **Teaching Strategies**  
  In addition, example lesson plans provide evidence of the ability to use a variety of instructional strategies to meet stated content objectives and the ability to differentiate instruction to meet the individual needs of the learning community. Lesson plan(s) should identify **specific instructional strategies.**
✓ **Literacy Strategies**
Instructional plan shows integration of literacy and literacy strategies appropriate for grade level or content area.

✓ **Accommodations**
Evidence is provided demonstrating the understanding of how students differ in their approaches to learning and the ability to create instructional opportunities adapted to diverse learners. Example lesson plans should identify **specific accommodations based on individual needs and lesson content and objectives**.

✓ **Technology Integration**
Technology must be considered in the context of curriculum standards, classroom management strategies, new designs for learning, and the most effective pedagogical practices. Each lesson plan should indicate integration of technology into instruction and provide an explanation of why the technology was appropriate in the instructional process and/or how it supported instruction.

2. **Evaluation of Instruction:**

Provide copy of the completed **Classroom Observation Form** for each of the three (3) example lesson plans.

3. **Reflection on Instruction:**
   
   (FORM 1.B: Self-Reflection after Teaching)

Complete a Self-Reflection after Teaching Form for each of the three (3) lesson plans included.

**Entry 2: Classroom Management**

(FORM 2: Classroom Management)

Semester 1 Developing Portfolio: Entry 3 provided evidence of the ability to create a learning environment that encourages positive social interactions, active engagement in learning, and student self-motivation and responsibility is built and maintained by: (1) creating an environment of respect and rapport, (2) establishing a culture for learning, (3) managing classroom procedures, (4) encouraging appropriate student behavior, and (5) organizing the physical environment.

For the Competency Portfolio, the intern will submit evidence of his/her ability to analyze and reflect on feedback and to identify strengths and area(s) in need of improvement in classroom management. The intern will provide narrative on modifications or adjustments necessary in maintaining effective classroom management.
Entry 3: Instruction - Instructional Unit Plan

The Instructional Unit Plan provides evidence of the intern's ability to plan instruction and assessment that aligns with desired learning outcomes; to effectively teach content; and to collect, interpret, and reflect on evidence of student progress. The heart of the Competency Portfolio is the design, implementation, assessment of, and reflection on a multi-week instructional unit plan. Entry 3 is divided into five parts: (A) Learning Goals and Objectives, (B) Instructional Design, (C) Demonstration of Integration Skills (D) Analysis of Assessment Procedures, and (E) Self-Evaluation of Instructional Unit. It is expected that contextual factors and student learning modifications and adaptations and the learning environment described will influence the planning of the instructional unit. In addition, it is expected that the planning and implementation of the instructional unit will result in family interactions, school and community contributions, and professional development activities to be noted on the professional logs from Entry 4.

Early Childhood and Elementary Education interns will prepare an integrated instructional unit. Middle School and Secondary Content interns will prepare an instructional unit in one subject area for one class. Documentation of alignment with standards for appropriate national professional associations (NAEYC, ACEI, NASM, NASPE, NCTE, NCTM, NSTA, NCSS, CEC) must be evident in the professional portfolio.

Determine the topic and time frame for the unit. Select a topic that relates to significant concepts in the content area, that will be meaningful and worthwhile for the students, that can be used to promote enhanced student learning, that accurately demonstrates teaching competencies, and that is worthy of the time and attention devoted to it through the development of the portfolio. Use the forms attached to each entry to guide your planning and preparation. Begin Part D: Analysis of Assessment Procedures before beginning any instruction of the unit.

A. Learning Goals & Objectives:
(Form 3.A: Learning Goals & Objectives)

For Part A of Entry 3, list and describe unit learning goals and objectives. Use high-level objectives, such as those in Bloom’s Taxonomy of Educational Objectives, when possible. Identify the State Content Standards, Benchmarks, and or Grade Level Expectations (GLEs) with which these objectives are aligned. Additionally, identify the standards from the appropriate professional organization (NAEYC, ACEI, NASM, NASPE, NCTE, NCTM, NSTA, NCSS, CEC) that correspond to the unit goals and objectives.
Keep the following questions in mind when planning:

a. What standards are most relevant for the instructional unit?

b. What are the central concepts and skills (the big, important ideas) related to these standards? Based on these central concepts and skills, what are the significant objectives for student learning? That is, what is most important for students to learn and be able to do?

c. Are the objectives appropriate for students’ developmental level and the school and classroom context (Entry 1)?

d. Do the objectives provide evidence that you believe all students can learn and hold high expectations for all students?

e. Do the objectives focus on critical thinking and problem solving?

f. Are they clearly stated, measurable, and described in terms of student performance rather than activities?

g. Remember, “Less is More”. When planning a unit you will be more successful helping students understand a few central concepts and skills represented by fewer significant goals and objectives rather than superficially covering a broad range of less significant topics and too many goals and objectives.

Example:

Goal:
Students will understand the physical world

Objectives:

1. Given a map, the students will be able to use latitude and longitude to find physical features.

2. Given a map with six distinct geographic features, the student will evaluate the best location for building a new city and justify their reasoning.
B. **Instructional Design:**
   (Form 3.B.1: Instructional Design 1)
   (Form 3.B.2: Instructional Design 2)

Based on knowledge of students, the subject matter to be taught, home, school, and community resources, and instructional technology, the intern will design and teach a **multi-week** instructional unit. Consider the questions and prompts below when planning the instructional design:

- **Learning Strategies:** Include multiple learning strategies to address the diverse cognitive, physical, emotional, and social needs of all students. Progressively sequence these strategies.

- **Meeting the Needs of All Students:** Use contextual factors and pre-assessment/diagnostic information to plan to meet the needs of all students. Identify strategies to provide equitable learning opportunities and/or adaptations to address the **specific identified needs** of individuals, small groups, and the entire class.

- **Active Inquiry, Learner Centeredness, and Meaningful Student Engagement:** Be sure the concepts and skills to be taught are presented in relevant and meaningful ways to the students. Identify key activities and discussion questions to actively engage students in learning. Be sure to include opportunities to actively engage students in questioning concepts, developing learning strategies, seeking resources, and conducting independent investigations.

- **Technology Integration:** Use technology to research, plan, and teach the selected unit. Integrate instructional technology into lessons to enhance students’ use of technology.

- **Use of Community Resources Outside the School Environment:** There are multiple family and community resources available to strengthen connections, provide additional support, and make learning relevant for students. How can knowledge of these resources to enhance planning and teaching? How can parents, community members, and community agencies be involved in the teaching and learning process? Be sure these additional resources directly relate to the unit goals and learning objectives.
C. Demonstration of Integration of Skills  
(Form 3.C: Demonstration of Integration of Skills)  
(Lesson Plan from Instructional Unit)

Based on the unit plan, list and describe integration across and within content fields to enrich the curriculum, develop thinking strategies; reading strategies, and facilitate all students’ abilities to understand relationships between subject areas. Discuss how the instruction creates an integrated learning experience. Describe the integrated strategies used in delivery of the instructional unit. Include suggestions and guidelines for student use of textual materials related to the subject.

Also attach a sample lesson plan from the instructional unit. The lesson does not have to one that was formally observed, but the plan must be completed on an NSU-approved lesson plan template.

D. Analysis of Assessment Procedures  
(Form 3.D.1: Documentation of Assessment Instruments)  
(Form 3.D.2: Presentation & Analysis of Assessment Data)  
(Form 3.D.3: Presentation & Analysis of Disaggregated Data)

For Part D of Entry 3, describe the instructional unit assessment plan and the analysis of student performance in relation to the unit instructional goals and objectives. Discuss how student performance is used to plan and adjust instruction. Start this task BEFORE beginning the unit instruction. Provide information, data, and summary results as called for using written descriptions, copies of instruments used, and tables and charts. Copies of instruments should be included in the portfolio. Do not include any student work.

For this entry, prepare and implement (1) pre-assessment/diagnostic assessment instruments (before you begin your unit), (2) at least two formative assessments (as you teach your unit), and (3) a summative assessment (at the end of your unit). Learning objectives should be assessed before, during, and at the end of the unit through these instruments. Develop assessment criteria for each objective and each assessment instrument. These assessment criteria must be measurable, comprehensive, and specify the minimal level of performance for students to successfully meet the learning objectives. When establishing the assessment criteria, remember to keep expectations high yet reasonable. In addition, collect and analyze the data from each of the instruments, disaggregate the data, and discuss the results. Describe how the assessment data is used for instructional planning and decision-making.
Be sure to include evidence that you are persistent in helping all your students succeed. In planning assessments, use a variety of formats (more than two). Example formats include multiple choice, short answer, essay, performance assessment, portfolios, checklists, observations, etc. Be sure to address each of the following prompts:

1. **Pre-Assessment/Diagnostic Assessments**

Prepare Pre-Assessment/Diagnostic Assessments: For the unit’s instructional objectives, prepare both a formal and informal assessment of the students’ readiness to engage in the instruction.

   **Informal Assessment:** Consider both information from school records, external assessment data, and personal observations of the students relying on measures used in previous instruction and observations of the class. Document the sources used to assess student readiness.

   **Formal Assessment:** Prepare a pre-assessment/diagnostic instrument that will assess each of the unit objectives. This assessment should be an appropriate pre-measure of the students’ readiness to engage in the unit’s instruction. This assessment can also be used as a point for measuring student growth at the end of the unit and determining the overall success of the unit design. Describe the format and content (objectives) assessed through each assessment instrument. Include a copy of the pre-assessment/diagnostic instrument in the portfolio.

Implement Pre-Assessment/Diagnostic Assessments and Collect Data: Use the informal and formal assessment strategies chosen/developed and collect assessment data on the class. Present these data in a chart or table.

Analyze Pre-Assessment/Diagnostic Assessment Results: Disaggregate the data collected based on students’ prior knowledge and readiness skills. To do this, identify students who already have considerable knowledge of the unit objectives, those who may have “prior knowledge” deficits, and those who are ready for instruction as planned. In addition, disaggregate the class results to reveal subgroup differences (i.e., males and females or ELL and native speakers) for at least two groups of students within the classroom (i.e., gender and language proficiency). Subgroups can be modified on Form 3.D.3 to reflect your own class demographics.

Plan for Instruction: Describe specifically how pre-assessment/diagnostics data were used to proceed with instruction for the identified groups of students. Address the specific objectives evaluated, and discuss instructional strategies for those with different prior knowledge and readiness skills (i.e., in need of remediation, ready for instruction, advanced). In addition, discuss instruction strategies for the two identified groups (i.e., gender, ELL, and students with special needs).
2. Formative Assessments

Prepare Formative Assessments: Prepare at least two informal and/or formal formative assessment tools to use during the period of the unit’s instruction. Discuss the format and content (objectives) assessed through each assessment instrument. Include a copy of the formative instruments in the portfolio.

Implement Formative Assessments and Collect Data: Use the formative assessment strategies you have chosen/developed and collect assessment data on the class. Present these data in a chart or table.

Analyze your Formative Assessment Results: Discuss the results in terms of your learning goals and objectives. Are students learning what you intended for them to learn? Identify individual students and/or subgroups in need of remediation and/or modifications/adaptations to successfully meet the unit learning objectives.

Plan for Instruction: Describe how these interim results were used to re-direct, re-teach, and otherwise inform the plan for instruction. Be persistent in helping all students achieve success.

Report Information to Students: Present assessment information to students to help them become responsible for their own learning. How did the students use this information to enhance their own learning?

3. Summative Assessment

Prepare Summative Assessment: Prepare an end-of-unit (summative) assessment that will assess unit objectives. Use at least two different test formats (e.g., multiple choice, short answer, essay, performance assessment, portfolios, observations, etc.). Use this assessment as a final measure of student learning and to determine the success of the unit design. For each specific objective establish reasonable minimal levels of performance (What would the student need to do to demonstrate they have met the objective). In addition, for each assessment instrument, establish reasonable minimal levels of performance (grade decision points/passing scores). Keep expectations high yet reasonable. Discuss the format and content (objectives) assessed through each assessment instrument. Include a copy of the summative instruments in the portfolio.

Implement Summative Assessment and Collect Data: At the end of the unit’s instruction, administer the unit’s summative assessment and collect student results. Present results/data that describe the level of student performance on the unit’s objectives in a table or chart.
Analyze Summative Assessment Results: Discuss the results in terms of learning goals and objectives. Were your objectives achieved? Did students learning what you intended for them to learn? Describe the level of student performance on each unit objective. Were all parts of the objective met? In addition, include the percentage of students who achieved each unit objective. Disaggregate your class results to reveal differences in achievement based on prior knowledge and readiness skills (i.e., students in need of remediation, ready for instruction, advanced) and based on the groups identified in your pre-assessment/diagnostic assessment (gender, ELL, students with special needs, etc.). This is done, by organizing and reporting the data to show the achievement of one subgroup compared to the achievement of another subgroup (i.e., males compared to females, ELL compared to native speakers, and/or students in need of remediation compared to students ready for instruction etc.). Were some groups of students less successful than others?

Plan for Instruction: Describe how you will use these results to plan future instruction. What will be your next steps? What changes in instruction should be made to help all groups of students be successful. Discuss at least one specific intervention to be used in future instruction for any subgroup performing lower than the rest of the class.

E. Self-Evaluation of Instructional Unit
(Form 3.E: Self-Evaluation of Instructional Unit)

It is important that the intern is a reflective practitioner who continually assesses his or her teaching and its impact on student learning and uses this information to plan future learning opportunities. For Entry 3, Part E, use the questions on the Entry 3 Part E: Self Evaluation of Instructional Unit form to reflect on the instructional unit as it is taught.

Entry 4: Professional Growth & Development

Professional responsibilities help to make teachers true professional educators. They encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them intermittently. But the activities are critical to preserving and enhancing the profession, both in the impact made to the teacher as well as to other teachers, students and parents.

Professional responsibilities include a wide range of activities from self-reflection and professional growth, to contributions made to the school and district, to contributions made to the profession as a whole. Teachers who excel in professional responsibilities are highly regarded by colleagues and parents. They can be depended on to serve students’ interests and the larger community, and they are active in their professional organizations, in the school, and in the district.
Document the following professional responsibilities:

**A. Professional Development**  
(Form 4.A: Professional Development & Growth)

Complete the PROFESSIONAL DEVELOPMENT form documenting participation in school-level, parish-level, or university-led professional developments for this semester. Include a reflection of the how the professional development impacted your instruction. Identify professional strengths and weaknesses identified through professional development experiences, and provide at least one goal for continuing to improve professionally and plans for achieving this goal.

**B. Interactions with Families, Community, and Educational Personnel**  
(Form 4.B: Interactions with Families, Community, and Educational Personnel)

The components also include facilitation of 2-way interactions with the families of students, contacts with the larger community, the maintenance of records and other work, and advocacy for students. Document the interactions with family of students, other educational personnel, and the community as a whole during the second semester internship. Examples include parent-teacher conferences, family nights, newsletters or websites, team or content areas meetings, participation in extracurricular school activities, attendance at school district meeting, etc.

**Evaluation of Written Communication**

The professional educator should be able to communicate ideas effectively to others. Narratives and other written documents included in the portfolio will be evaluated on the following:

- **Organization and format**  
  Organizes written communications and follows the prescribed reporting formats.

- **Writing Conventions**  
  Uses conventions of writing accurately and appropriately including grammar, punctuation, word usage, and spelling.

- **Clarity of Writing**  
  Writes effectively and clarity.

All templates and the rubric for the Semester 2 Internship: Competency Portfolio are available in the Internship Course on *Moodle*.