

Purpose of the portfolio:

NASD encourages our teachers to be reflective practitioners. When we think about our own practice, guided by established and agreed-upon standards of excellence, we are able to determine for ourselves area of focus for our own professional improvement. In NASD, the formal portfolio building and review process serves two important purposes.

The first is that in many instances, the work of teaching cannot be observed directly by a principal or supervisor and the portfolio serves as a common vehicle for sharing information to demonstrate that you have accomplished a goal or met a requirement outside of direct observation.

The second is that keeping a portfolio provides an ideal opportunity to formally reflect on your practice. This is done by writing your thoughts on specific lesson plans and/or by journaling your thoughts from a day in the classroom – maybe a very good lesson or an excellent day, or thinking about one you would like to change, or noticing and thinking about a pattern you are seeing, or thinking about how something you learned in a class or through a professional reading might affect your practice.

Portfolio standardization:

Ideally, each professional employee would establish for him or herself what kind of information would be provided in a portfolio to address the two purposes mentioned above. However, in our practical professional world, just as in our classrooms, minimum guidelines for standardization provide us with a common starting place. These two sets of requirements below – one set for those of you in the entry/reentry or support tracks and one for those of you in the supervisor directed or teacher directed tracks – were created through a collaboration of teachers and administrators. Based on the NASD Core 7 standards for teaching, these provide formal guidelines for the work of reflection and data presentation to support you in your work with your supervisors and coaching partners. If in the course of constructing and keeping your portfolio you discover a good way of presenting requisite data that is not listed below, you are encouraged to share that idea with your supervisor for possible inclusion in this guideline.

Two kinds of portfolios:

In the Beginning, Entry/Reentry, and Assistance tracks, your portfolio is designed to provide evidence of your proficiency or growth in each of the NASD core 7 Standards. Therefore, seven sections are expected with written evidence of your proficiency as described below. In the Assistance mode, there is additional documentation of growth required with is established in conference with your supervisor.

In the Proficient Teacher and Supervisor Directed tracks, your portfolio is primarily designed to document your work, thought, and professional growth in your selected area of concentration. However, you must also provide minimal data which indicates that you remain proficient in the Core 7. The focus of your portfolio is the one area of work for the year, so the core 7 support section is minimal.

In general:

Your portfolio is not going to be evaluated on its quantity or size. Bigger is almost never better. One good data example for each requirement is appropriate for this kind of portfolio. That example you provide is understood to be a sample, not the full body of your work.

Portfolio Requirements for Entry/Reentry

SECTION	REQUIRED	OTHER SUGGESTIONS
<p>NASD Core 7, #1 Demonstrating knowledge of content and pedagogy (& PA standards) <i>Danielson’s Framework 1a, PDE 426/428 1a</i></p>	<p>1) A lesson plan from a lesson that was observed by a principal/supervisor. Supplement that plan with your personal reflections that may include</p> <ul style="list-style-type: none"> • Strengths of the lesson 	<ul style="list-style-type: none"> • Recent professional reading • Colleague/coach classroom visit with follow-up • Lessons presented at collegial meetings • Evidence of additional or new

	<ul style="list-style-type: none"> • What would be changed for next time • Student outcome and feedback • Formal or informal assessment data • How satisfied were you with the lesson <p>2) An additional lesson plan for a different lesson. As above, supplement that plan with your personal reflections.</p>	<ul style="list-style-type: none"> • content certification or coursework • Reference to or copies of work you have published in the content or pedagogy of the discipline • Evidence of leadership in curriculum writing • Documentation of providing workshops for other teachers in anticipating student misconceptions or other content-specific areas • Other
<p>NASD Core 7, #2 Designing coherent (and differentiated) instruction <i>Danielson's Framework 1e, PDE 426/428 1e</i></p>	<p>1) 1 lesson plan highlighting differentiated instruction in content, process or product. Use highlighter, post-its, handwritten note, etc. to indicate specific differentiation and reason(s) for that differentiation.</p>	<ul style="list-style-type: none"> • Student work from the lesson • Photo/descriptions of groups or activities • Learning centers • Learning contracts • Compass/Study Island information • Evidence of student performance indicating closing of achievement gaps attributable to differentiating instruction • Evidence of leadership in the use of technology • Evidence of appropriate adaptation of materials • Other
<p>NASD Core 7, #3 Managing student behavior <i>Danielson's Framework 2d, PDE 426/428 2e</i> "A teacher's skill in managing student behavior can only be observed in the classroom" (Danielson 2nd ed., page 73). It is understood that little evidence of the outcomes of good student management will appear in your portfolio. However, the following is required:</p>	<p>1) Principal or supervisor observation feedback form indicating proficient management of student behaviors. 2) One sample of a specific behavior intervention, classroom procedure, student or parent feedback data.</p>	<ul style="list-style-type: none"> • Behavior contracts • Parent/student contact logs • Listing of classroom expectations and a note on how they were created • Documentation of specific interventions • Family Advocacy Log • Data documenting reduction in student misbehavior • Other
<p>NASD Core 7, #4 Engaging students in learning <i>Danielson's Framework 3c, PDE 426/428 3c</i></p>	<p>1) Documentation of at least one discrete engagement strategy in use in your classroom with your observations on its effectiveness.</p>	<ul style="list-style-type: none"> • Peer observation focused on engagement. • Principal or supervisor documentation of student engagement (e.g. POP forms, feedback forms, feedback notes, etc.) • Student feedback • Samples of student work when engagement strategy was tried. • Photos of engaged students in your classroom • Documentation of grouping flexibly with regard to student interest

<p>NASD Core 7, #5 Using assessment in instruction <i>Danielson's Framework 3d, PDE 426/428 3e</i></p>	<p>Provide evidence of instruction used <u>for</u> instruction (not assessment <u>of</u> instruction) in your classroom: Include a formal or informal assessment and your response to the data provided. Examples of assessments which could be used:</p> <ul style="list-style-type: none"> • District Benchmark Snapshots • 4Sight results • PSSA results (from Grow, eMetric, PVAAS, Performance Tracker, etc.) • DRA/DIBELS data • Teacher-created assessments used to guide instruction (not summative) • Other assignments such as labs, essays, projects, performances or demonstrations • Exit assessment (e.g. exit cards) • Classroom observations • Homework • Classroom engagement activities 	<ul style="list-style-type: none"> • Other • Data indicating use of progress monitoring • Examples of teacher feedback to students • Examples of student self-monitoring • Other
<p>NASD Core 7, #6 Demonstrating flexibility and responsiveness <i>Danielson's Framework 3e, PDE 426/428 3f</i></p>	<p>Document your flexibility and responsiveness by noting how you changed or adjusted a lesson, responded to student requests or needs, or otherwise deviated from the plan to accommodate and support student learning by including one personal reflection or annotated lesson plan.</p>	<ul style="list-style-type: none"> • Evidence of collaborating or team teaching students with IEPs to find effective approaches • Documentation of exploration of student learning styles and adjustment of instruction to address the data • Evidence of successful participation a class or workshop designed to extend your repertoire of strategies. • Other
<p>NASD Core 7, #7 Showing professionalism <i>Danielson's Framework 4f, PDE 426/428 4a, 4b, 4c, 4d, 4e</i></p>	<p>Required in portfolio Evidence of at least one example professional responsibility though;</p> <ul style="list-style-type: none"> • Professional conduct • Service to students • Advocacy • Participation in district or school decision making 	<ul style="list-style-type: none"> • Meeting notes/minutes • Record sheets • Notes to and from home indicating that you have been communicating effectively • Documentation of use of Home Access Center • Documentation of use of Connect Ed or other mass communication methods • Certificates of course and workshop completion • Photographs or other documentation of participation in school events outside the classroom • Other

Portfolio Requirements for Proficient Teacher and Supervisor Directed Tracks

SECTION	REQUIRED	OTHER SUGGESTIONS
<p>Documentation of Your Target</p>	<p>1) Documentation as agreed upon by your peer or team or supervisor which provides evidence of the professional growth targeted.</p>	<ul style="list-style-type: none"> • Varies according to professional growth target and agreed-upon measures of growth. • Improved student outcomes are the target and it is always appropriate to provide student outcome data provided you make the link between your actions and the student outcome.
<p>NASD Core 7 Demonstrating knowledge of content and pedagogy (& PA standards), Designing coherent (and differentiated) instruction, Managing student behavior, Engaging students in learning, Using assessments in instruction, Demonstrating flexibility and responsiveness, and Showing Professionalism</p>	<p>1) Documentation of continued proficiency or distinguished performance in the NASD Core 7 using any combination of the “Required” or “Other Suggestions” or other as agreed upon by you and your supervisor. There is a requirement for only one document for each of the core 7 during your participation in the self-directed professional development cycles.</p>	<ul style="list-style-type: none"> • As suggested in the “required” and “other suggestions” above