

## GCS Alternative Certification Track Professional Portfolio

Portfolio Submission Deadline: April 25, 2009 (last Frameworks session)

Your GCS ACT Professional Portfolio should include the following:

- **Cover Page**
  - Name
  - School Assignment
  - Teaching Assignment
  - Academic Year
  - Name and contact information for your lateral entry specialist and staffing specialist
  
- **Item 1 (inside portfolio): Professional Portfolio Requirements/Instructions**
  
- **Part I: Standards—Include the following documents in this section:**
  - North Carolina Professional Teaching Standards (new) – green handout
  - Rubric for Evaluating Teachers (new)—green handout
  - Teacher Self-Assessment Form (new)—green handout (completed)
  - Code of Ethics & Standards of Professional Conduct --salmon handout
  
- **Part II: Documentation of Standards—Using your tab dividers, create a section for each of the following five standards:**
  - Standard I      Leadership**
  - Standard II     Diversity**
  - Standard III    Content/Curriculum**
  - Standard IV     Facilitator**
  - Standard V      Reflection**

Each section must include the following:

- A minimum of four (4) artifacts as evidence for each standard  
*(See next page for examples of artifacts)*
- A one-page formal, professional reflection for *each* standard that tells how you have addressed the standard and developed professionally in this area. Be sure to highlight examples and experiences related to each particular standard.  
[Single-space, 12 point font]  
*(See next page for guided reflection questions)*

Collect artifacts as evidence of standards throughout the year to consider for your portfolio. Before submission, select the best evidence for each standard. You must include four artifacts per standard; you may include more than four artifacts per standard.

## **EXAMPLES OF ARTIFACTS**

### Standard I: Leadership

Lesson plans, school improvement planning, participation in the teacher working condition survey, journals, service on committees, professional learning communities, student handbooks, relevant data, membership in professional organizations, discipline records, student work, class rules and procedures, formal and informal mentoring

### Standard II: Diversity

Student profiles, documentation of referral data and use of IEP's, student surveys, communication with parents/community, cooperation with ESL teachers, professional development on cultural attitudes and awareness, lessons that integrate international content, use of technology to incorporate cultural awareness

### Standard III: Content/Curriculum

Displays of creative student work, use of Standard Course of Study, lesson plans, use of content standards; lesson plans that include literacy

### Standard IV: Facilitator

Lesson plans, documentation of differentiated instruction, use of technology, materials to promote critical thinking and problem solving, professional development, collaborative lesson plans, use of student learning teams

### Standard V: Reflection

Lesson plans, completion of professional development, formative assessments, participation in professional learning community, student work, formative and summative assessment data, professional growth plan

## **GUIDED REFLECTION QUESTIONS**

Standard I: Leadership— How do you demonstrate leadership in your classroom and throughout the school and community?

Standard II: Diversity—How have you established a respectful environment for the diverse student population in your classroom and in the school as a whole?

Standard III: Content/Curriculum—How do you demonstrate that you know the content areas you teach?

Standard IV: Facilitator—How do you facilitate learning for your students?

Standard V: Reflection—How do you reflect on your practice?

## **NC PROFESSIONAL TEACHING STANDARDS**

### **5 Performance Standards – 25 Performance Elements**

#### **STANDARD I: TEACHERS DEMONSTRATE LEADERSHIP**

- A. Teachers lead in their classrooms.
- B. Teachers demonstrate leadership in the school.
- C. Teachers lead the teaching profession.
- D. Teachers advocate for schools and students.
- E. Teachers demonstrate high ethical standards.

#### **STANDARD II: TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS**

- A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.
- B. Teachers embrace diversity in the school community and in the world.
- C. Teachers treat students as individuals.
- D. Teachers adapt their teaching for the benefit of students with special needs.
- E. Teachers work collaboratively with the families and significant adults in the lives of their students.

#### **STANDARD III: TEACHERS KNOW THE CONTENT THEY TEACH**

- A. Teachers align their instruction with the North Carolina Standard Course of Study.
- B. Teachers know the content appropriate to their teaching specialty.
- C. Teachers recognize the interconnectedness of content areas/disciplines.
- D. Teachers make instruction relevant to students.

#### **STANDARD IV: TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS**

- A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.
- B. Teachers plan instruction appropriate for their students.
- C. Teachers use a variety of instructional methods.
- D. Teachers integrate and utilize technology in their instruction.
- E. Teachers help students develop critical thinking and problem-solving skills.
- F. Teachers help students work in teams and develop leadership qualities.
- G. Teachers communicate effectively.
- H. Teachers use a variety of methods to assess what each student has learned.

#### **STANDARD V: TEACHERS REFLECT ON THEIR PRACTICE**

- A. Teachers analyze student learning.
- B. Teachers link professional growth to their professional goals.
- C. Teachers function effectively in a complex, dynamic environment.