

Lindenwood University School of Education

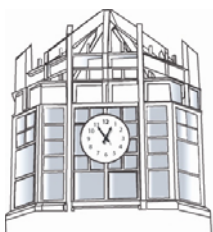
Missouri Standards for Teacher Education (MoSTEP) Portfolio Standards and Artifacts Course Matrix



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Acknowledgments

A special acknowledgement is extended to the staff of the Lindenwood University School of Education for their contributions throughout the entirety of this project.



“Teaching and Leading as an Art and a Science”

Dear Student:

Welcome to the Lindenwood University School of Education's Pre-Service Teacher Portfolio Standards Matrix. This document has been prepared to guide you through the requirements of the electronic standards portfolio. The Teacher Education Program Portfolio at Lindenwood University is based upon the 11 Standards of Teacher Education from the Missouri Department of Elementary and Secondary Education. You will also see the themes of the Lindenwood University School of Education Teacher Education Conceptual Framework throughout your coursework and within this matrix. In particular, the information contained within this document will be of vital assistance when writing your reflective statements. This matrix matches the artifacts with the appropriate education courses. As you begin your teacher education program, you will simultaneously begin the work of creating your portfolio. As you continue through the program your work will become organized and goal-driven. By the time you complete student teaching you will have a fully documented description of your professional growth and achieved competence in the complex act called teaching.

Dr. Cynthia Bice,

A handwritten signature in cursive script that reads "Cynthia Bice".

Dean of Education

Lindenwood University

MoSTEP Portfolio Standards and Artifacts Course Matrix

Standard 1: Knowledge of Subject Matter

The pre-service teacher understands the central context, tools of inquiry and structure of the discipline(s), within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Performance Indicators: The pre-service teacher

- 1.1 knows the discipline applicable to the certification area(s).
- 1.2 presents the subject matter in multiple ways.
- 1.3 uses students' prior knowledge.
- 1.4 engages students in the methods of inquiry used in the discipline.
- 1.5 creates interdisciplinary learning.

Standard Reference & Artifact	Courses ECH	Courses Elementary	Courses Sec.
<u>Standard 1</u> S1.1: A passing Praxis Test Score (first two pages).	Completed before Student Teaching	Completed before Student Teaching	Completed before Student Teaching
S1.2: Lesson Plan (addresses multiple learning styles).	All Methods	All Methods	All Methods
S1.3: Use of an anticipatory set statement that focuses on students' prior knowledge of content/Pre tests, KWL Charts.	EDU322	EDU313 EDU322	EDU321 or EDU521
S1.4: Inquiry (discovery) lesson plan.	All Methods	All Methods	All Methods
S1.5: Interdisciplinary lesson plan (across curriculums).	All Methods	All Methods	All Methods

Standard 2: Human Development and Learning

The pre-service teacher understands how students learn and develop, and provides learning opportunities that support intellectual, social, and personal development of all students.

Performance Indicators: the pre-service teacher

- 2.1 knows and identifies child/adolescent development.
- 2.2 strengthens prior knowledge with new ideas.
- 2.3 encourages student responsibility.
- 2.4 knows theories of learning.

Standard Reference & Artifact	Courses ECH	Courses Elementary	Courses Sec.
<u>Standard 2</u> S2.1: Must show comprehensive understanding of developmental stages using aspects of child development and/or a developmental chart.	EDU301	EDU301	EDU301 or EDU501
S2.2: A lesson plan that builds on students' prior knowledge.	All Methods	All Methods	All Methods
S2.3: A copy of the portion of the classroom management plan that pertains to student responsibility. The goal is to move learners from dependent to independent/ self-starters.	EDU322	EDU322	EDU321 or EDU521
S2.4: A matrix illustrating your understanding of learning theories and how they are applied to teaching (examples from your textbook).	EDU301 or EDU302	EDU301 or EDU302	EDU301 or EDU501

Standard 3: Adapting Instruction for Individual Needs

The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Performance Indicators: The pre-service teacher

- 3.1 identifies prior experience, learning styles, strengths, and needs.
- 3.2 designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs.
- 3.3 knows when and how to access specialized service to meet students' needs.
- 3.4 connects instruction to students' prior experiences and family, culture, and community.

Standard Reference & Artifact	Courses ECH	Courses Elementary	Courses Sec.
<u>Standard 3</u>	All Methods	All Methods	All Methods
S3.1: Observation, pretests (This is to identify not accommodate), a learning styles profile.			
S3.2: Lesson plan with adaptations and/or modifications to address classroom diversity issues, case study from Analysis and Correction of Reading Analysis, differentiated lesson	All Methods	All Methods Or EDU309	All Methods
S3.3: Pyramid of intervention about getting special help for a student, documented knowledge of the specialized service referral process to meet student needs.	EDU304 or EDU341	EDU304 or EDU341	EDU304, EDU341 or EDU541
S3.4: Journal comment or lesson plan that incorporates material/information from the community or culture relative to the student. Note: your exhibit should demonstrate tolerance, acceptance and appreciation.	All Methods	All Methods	All Methods

Standard 4: Planning, Implementing and Evaluating the Curriculum

The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

Performance Indicators: The pre-service teacher

- 4.1 selects and creates learning experiences that are appropriate for curriculum goals relevant to learners, and based upon principles of effective instructions (e.g., encourages exploration and problem solving, building new skills from those previously acquired).
- 4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performances.
- 4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

Standard Reference & Artifact	Courses ECH	Courses Elementary	Courses Sec.
<u>Standard 4</u>	All Methods	All Methods Or EDU322	All Methods Or EDU321
S4.1: Lesson plan should focus on state Show-Me standards, district curriculum, and grade level expectations (GLE).			
S4.2: Lesson plan (simple narrative) that illustrates modifications to a lesson/assignment, differentiated lesson, a lesson incorporating project choices.	All Methods	All Methods	All Methods
S4.3: Copies from your weekly lesson planning book/calendar. Include a discussion of scope and sequence.	Student Teaching	Student Teaching	Student Teaching

Standard 5: Multiple Instructional Strategies

The pre-service teacher used a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

Performance Indicators: The pre-service teacher

- 5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.
- 5.2 engages students in active learning that promotes the development of critical thinking, problem solving, And performance capabilities.

<u>Standard 5</u> S5.1: Lesson plan using technology – PowerPoint or information from a web site. Unit enhancement from Math Methods.	All Methods	All Methods	All Methods
S5.2: Lesson plan illustrating critical thinking an active learning and performance assessments.	All Methods	All Methods	All Methods

Standard 6: Classroom Motivation and Management Strategies

The pre-service 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.

Performance Indicators: The pre-service teacher

- 6.1 knows motivation theories and behavior management strategies and techniques.
- 6.2 manages time, space, transitions, and activities effectively.
- 6.3 engages students in decision-making.

<u>Standard 6</u> S6.1: Motivational strategies narrative or previous project about motivation as well as behavior management strategies.	EDU322	EDU322	EDU321 or EDU521
S6.2: Smooth transitions/diagram of room. Can be from a project developed in Classroom Management. Comments from observed lessons.	EDU322	EDU322	EDU321 or EDU521
S6.3: Lesson plan demonstrating an effective way to engage students in learning choices.	All Methods	All Methods	All Methods

Standard 7: Communication Skills

The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators: The pre-service teacher

- 7.1 models effective verbal/non-verbal communication skills.
- 7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communications and in responses to students' communications.
- 7.3 supports and expands learner expression in speaking, writing, listening, and other media.
- 7.4 uses a variety of media communication tools.

Standard Reference & Artifact	Courses ECH	Courses Elementary	Courses Sec.
<u>Standard 7</u> S7.1: Comments from Cooperating Teacher observation form or evaluation form that reflects verbal and non-verbal techniques (gestures/facial expressions).	Student Teaching	Student Teaching	Student Teaching
S7.2: Observation form – comments from Cooperating Teacher stating sensitivity to gender, cultural or other diversity in the classroom/lesson plan reflecting gender, culture or diversity.	Student Teaching	Student Teaching	Student Teaching
S7.3: Lesson plan – illustrates strategies to engage students	All Methods	All Methods	Student Teaching

in listening, speaking and writing.			
S7.4: A lesson plan demonstrating the use of a variety of communication tools (i.e. A lesson plan utilizing an OH projector, audio, video, PowerPoint and/or a Smartboard).	All Methods	All Methods	Student Teaching

Standard 8: Assessment of Student Learning

The pre-service teacher understands and uses informal assessment strategies to evaluate and ensure continuous intellectual, social, and physical development of the learner.

Performance Indicators: The pre-service teacher

- 8.1 employs a variety of formal and informal assessment techniques (e.g., observations, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor his or her knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies.
- 8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of learning behavior, strengths, needs, and progress, and encourage them to set personal goals for learning.
- 8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.
- 8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parent, and other colleagues.

Standard 8			
S8.1: <u>Formal Assessment</u> (test). You can use a multiple choice, true/false or any class test. This is also known as local assessment. <u>Informal Assessment</u> : Any kind of matrix or rubric check-off list/sheet you use in class to determine if students are learning the lesson. This is accomplished by observation. It can be a simple list of daily objectives you design for a lesson.	Student Teaching	Student Teaching	Student Teaching
S8.2: Use a method for students to self-assess (portfolio assessment).	Student Teaching	Student Teaching	Student Teaching
S8.3: A reflection on how students respond to your teaching strategies. Note group and individual dynamics.	Student Teaching	Student Teaching	Student Teaching
S8.4: Parent phone/contact log with name blocked out. Documentation of attendance of parent conferences, copy of grade book with identifiable information blocked-out.	Student Teaching	Student Teaching	Student Teaching

Standard 9: Reflective Practitioner

The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for students.

Performance Indicators: The pre-service teacher

- 9.1 applies a variety of self-assessment and problem solving strategies for reflecting on practice, their influence on student growth and learning, and the complex interactions between them.
- 9.2 uses resources available for professional development.
- 9.3 practices professional ethical standards.

Standard Reference & Artifact	Courses	Courses	Courses
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	ECH	Elementary	Sec.
Standard 9 S9.1: Document your self-assessment of lesson delivery, showing a clear understanding of reflective practice.	EDU320 or EDU500	EDU320 or EDU500	EDU320 or EDU500
S9.2: Information about a meeting that you attended regarding professional development. This can be a faculty meeting that included discussions about student achievement, test results, or curriculum development. The actual artifact can be the agenda from the meeting.	Student Teaching	Student Teaching	Student Teaching or EDU399
S9.3: Observation comments from your cooperating teacher regarding your ethical standards of conduct at school such as honesty, confidentiality, work ethic as in punctuality/attendance, attitude, behavior.	EDU110 or EDU500, or Student Teaching	EDU110 or EDU500, or Student Teaching	EDU110 or EDU500, or Student Teaching

Standard 10: Partnerships

The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well being.

Performance Indicators: The pre-service teacher

- 10.1 participates in collegial activities designed to make the entire school a productive learning environment.
- 10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems.
- 10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well being.
- 10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

Standard 10 S10.1: Written comments from your Cooperating Teacher regarding your participation in <u>collegial activities</u> -e.g., a thank you note/agenda from a school meeting, science fair, assembly, or PTO activity.	Student Teaching	Student Teaching	Student Teaching
S10.2: Written comments or evaluation from your Cooperating Teacher regarding your sensitivity to students and how you listen and offer or seek help.	Student Teaching	Student Teaching	Student Teaching
S10.3: Letter/note/phone log/newsletters to parent(s) about developing a cooperative learning partnership with parents (in support of student learning).	Student Teaching	Student Teaching	Student Teaching
S10.4: A referral to the school nurse, the counselor or a resource officer. Documentation of a guest speaker or field trip. Community resource guide.	Student Teaching	Student Teaching	Student Teaching

Standard 11: Technology

The pre-service teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Performance Indicators: The pre-service teacher

- 11.1 demonstrates an understanding of instructional technology concepts and operations.
- 11.2 plans and designs effective learning environments and experiences supported by informational

and instructional technology.

11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.

11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies.

11.5 uses technology to enhance personal productivity and professional practice.

11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.

Standard Reference & Artifact	Courses ECH	Courses Elementary	Courses Sec.
<u>Standard 11</u> S11.1: PowerPoint used in class. The ability to use MSWord, electronic grade book or related programs.	Student Teaching	Student Teaching	Student Teaching
S11.2: Lesson plan that incorporates technology. This can be the lesson plan that utilized the above PP or use of Internet sites.	All Methods	All Methods	All Methods
S11.3: District curriculum objectives related to technology: keyboarding, Internet use/research, learning games, Smartboard, etc.	All Methods	All Methods	All Methods
S11.4: Accelerated Reader or Quiz.com.	Student Teaching	Student Teaching	Student Teaching
S11.5: Use of a web site in developing your lesson. Also, templates for lesson plans, newsletters or an electronic grade book program.	Student Teaching	Student Teaching	Student Teaching
S11.6: Copy of the district's Acceptable Use Policy – front page only.	Student Teaching	Student Teaching	Student Teaching

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Tutorial for Writing Reflective Portfolio Statements

Each of the 11 Standards for Beginning Teachers in Missouri have indicators or performance indicators. There are a total of 42 performance indicators. Students will be required to develop reflective statements for each of these 42 performance indicators. These statements should be considered as essays.

Tutorial for Writing Reflective Portfolio Statements

Rationale: Must include a minimum of the following:

1. What does this standard mean to you? Discuss your understanding of the standard and indicator. Justify how you meet the indicator.
2. Select an artifact to utilize as an example of your understanding. Why did you select the artifact you chose for this performance indicator? (Keep in mind that the artifact simply serves as one example of a time you met the indicator.)
3. Discuss your competency in meeting this indicator. Remember, you want to convince the reader that you consistently meet the standard and indicator (on a daily basis and across the curriculum).

Reflection: Must include a minimum of the following:

1. Describe what you have learned about the standard and indicator, showing supporting evidence of how your learning has progressed throughout your coursework/experience.
2. Write a self-evaluation on how you think you meet the objectives of this standard and indicator. Give detailed descriptions, meaningful justifications, showing insightful, in-depth reflective practice related to higher levels of Bloom's Taxonomy.
3. Discuss ways that you could improve your knowledge/understanding.
4. Discuss how this information will impact your teaching and how your students will benefit from you having a keen understanding of the criteria related to the indicator.

Matrix Course Code Identifier

Undergraduate Education

COURSE CODE	COURSE TITLE
EDU110	ORIENTATION TO EDUC
EDU303	PSY TCH LRNING
EDU304	MEAS/EVAL EN LRNING
EDU307	READING CONTENT AREA
EDU313	EL/MS SOC STUD MTHDS
EDU320	HIST & PHILOS EDUC
EDU321	M.S./H.S. CLSRM TCHG&MGT
EDU322	EL CLSRM TCHG&MGT
EDU341	EDUC EXCEPT CHILD
EDU410	STUDENT TEACHING

Graduate - Education

COURSE CODE	COURSE TITLE
EDU50031	FOUND K-12 EDUCATION
EDU50131	HUMAN DEVELOPMENT
EDU51021	CONCEPT OF EDUCATION
EDU51131	ADV EDUC PSYCH
EDU54131	EDUC EXCEPT CHILD
EDU51131	ADV EDUC PSYCH
EDU599	STUDENT TEACHING

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Tutorial for Writing Reflective Portfolio Statements

Example

Standard Two: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support intellectual, social, and personal development of all students.

Performance Indicator 2.1: knows and identifies child/adolescent development.

Artifacts: Milestones in School-Age Development Chart

Course: Human Development

Rationale

Performance indicator 1.1 requires that the pre-service teacher knows and identifies child and adolescent development. I have taken several classes throughout my career as a student concerning the development of children. I have studied the stage theory of Lawrence Kohlberg and the domain theory of sociocognitive development pioneered by

Larry Nucci and Elliot Turiel. In the area of cognitive development, I have read the writings of Jean Piaget and Lev Vygotsky as well. I am also familiar with Abraham Maslow's hierarchy of needs. I believe this provides me with a solid theoretical foundation for understanding the development of the students in my future class. According to Jean Piaget's theory of cognitive development, there are four stages (sensorimotor, preoperational, concrete operational and formal operational) that people go through starting at infancy and developing into the final stage during adolescence. Piaget's theory has strongly influenced what I was taught about a child's cognitive development, but I was taught about the physical, language, and social-emotional development as well. The artifact I chose to demonstrate my understanding of this indicator is a chart outlining the milestones in each of the above mentioned categories for children and adolescents aged 6 to 17 years. A key point to remember when referring to this chart, Piaget's stages or any other development theory is that the chronological periods are approximate and each child is different. Some children will reach the milestones or a certain stage earlier than the average child and other children will reach the stages later.

Reflection

I think I have a very good understanding of the different theories behind child/adolescent development based on my previous coursework. During my time as a substitute teacher, an observer in classrooms and a student teacher, I have been able to identify different stages of development in the children I have been around. Having this background knowledge really does make a difference in the way I interact with and teach the children. I know that I will be involved in developing and/or changing curriculum guides and grade level expectations in my future job. Knowing the development of children will help me figure out when students should be expected to be proficient at a certain skill such as spelling simple consonant-vowel-consonant words or adding two digit numbers. In addition to the educational aspect, I will need to know about child/adolescent development for everyday situations in the classroom. For example, I know that if I am teaching first graders, I might be asked to tie a lot of shoes simply because they may not have the finger dexterity needed to perform this task. While this may not seem to be an important point to many people, it is important for me to remember this so that I do not get frustrated with students for not doing things that seem easy to me although it is challenging for them.

Example

Standard Two: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support intellectual, social, and personal development of all students.

Performance Indicator 2.3: encourages student responsibility.

Artifacts: Article "Caring Kids: The Role of Schools"

Course: Student Teaching

Rationale

Children learn more than just math and language arts in the classroom setting. They are learning how to be productive members of our society. Because of this, it is important for the pre-service

teacher to understand how to encourage responsibility in all students. There are several different methods in which a teacher can foster the social and personal development of students in the classroom. At the beginning of the year, children can be involved in the writing of classroom rules or a pledge that emphasizes doing one's best work and being responsible for one's self. Students can also be assigned different jobs that will help the class as a whole function better if the students can cooperate and be accountable for their assigned tasks. I have created a classroom management plan that addresses several of these ideas, and I have observed these methods in several different classroom settings. The artifact I chose to portray my understanding of this indicator is an article regarding the role of schools in helping students develop more than just intellectually but also socially. The article focuses on the positive sides of human nature and suggests that educators invite children to share some of the responsibility for creating norms and determining goals within the classroom. The article goes on to say that giving rewards or ultimatums to correct behavior may not be the best way to achieve desired results. While they may work to immediately correct a problem, these methods do not instill a sense of responsibility or a desire to help others in the long run.

Reflection

I think instilling a sense of responsibility in students is crucial to their social development. Over the past couple of years, I have read about different ways educators incorporate this idea into the classroom, and I have seen many of them in action. In every classroom I have observed, there are job duties assigned to students either on a daily or weekly basis. Giving students tasks to do gives them a sense of responsibility to a larger community. Most of the classrooms I have observed hold students accountable for their own actions by using a "light" or a "strike" system. This system involves students getting a strike or changing the color of a card for misbehaving. These classrooms also have reward systems of picking from a treasure chest or earning a prize after completing a certain number of days without having a strike or color change. The artifact I chose for this indicator suggests that these types of behavior systems are not the most productive way to correct misbehaviors or encourage student accountability. Instead, the article states that students need to be motivated by their values and what is good for the class rather than being rewarded or avoiding punishment. I do believe that this article is correct in its theories, but I know that it will take much patience and dedication to put it into action. Through the continuous use of positive encouragement, students will learn to feel capable, to connect, and to contribute, thereby enhancing self-esteem and increasing motivation. When providing either positive or negative feedback, it will be important for me to be consistent and focus on the behavior rather than the student. Consequences of students' actions should be reasonable, respectful, and logically connected to their misbehavior in order for students to learn about making appropriate choices. As I help my students develop intellectually, I will encourage them to set high goals for themselves and teach them how to evaluate their own progress toward these goals. By having students share their own learning. As they take a more active role in learning, the responsibility of learning should reside increasingly with the students. It may be easier to provide extrinsic reinforcements than it is to provide the intrinsic reinforcements as the article suggests doing, but if it means the children will be more likely to grow into productive and responsible members of society then the effort will be worthwhile.

NOTE:

Examples were taken directly from a Lindenwood student's portfolio and are to be used for reference only. Students may not copy these examples, nor the ones provided on the Lindenwood website. Refer to the section in each syllabus and the Student Handbook on Academic Honesty for university policy on plagiarism.