

A Cumulative Showcase Portfolio

An Honors Thesis (Honors 499)

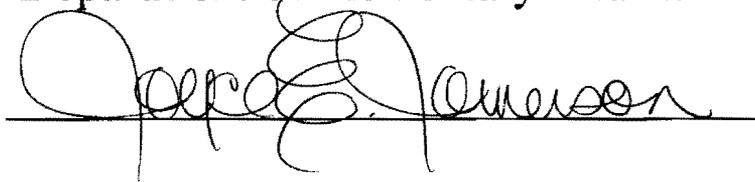
by

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A handwritten signature in black ink, appearing to read "Joyce Jamerson", is written over a horizontal line. The signature is cursive and somewhat stylized.

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Abstract

Portfolios are a popular trend in education at this time. As I began my undergraduate program, the Ball State Teachers College was initiating the digital portfolio in their core courses. For each core course, students create and select artifacts for their digital portfolios that document their development of skills pertaining to the INTASC Principles. Student teachers are required to keep a developmental portfolio to document their professional growth throughout the semester. Near the end of student teaching, a showcase portfolio is created to document the student teacher's development in each of the INTASC Principles with two artifacts for each principle. Many other education courses also require portfolios with other requirements for documenting professional growth. After graduating and acquiring a teaching position, beginning teachers are also required to create an initial practitioner's portfolio to earn a Proficient Practitioner's License.

With an emphasis on portfolios in the field of education, I wanted to create a portfolio without the restrictions and requirements of previous undergraduate portfolios that limited my ability to demonstrate my competence. Preparing a portfolio as my creative project allowed me to better represent my teaching abilities and to prepare to create an initial practitioner's portfolio. This thesis is a rationale narrative that explains my professional process for selecting artifacts to create a cumulative showcase portfolio.

Acknowledgements

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Author's Note

I am an Honors College senior with a major in elementary education. In my four years at Ball State, I have been required to create several portfolios for individual classes and as part of my Teachers College admission and progress. However, the formats and restrictions for these portfolios have been inconsistent. As my Senior Honors Thesis I chose to reflect on my educational progress through the past four years to select work that best demonstrates my professional growth. To do this I created a cumulative showcase portfolio which required me to make decisions about portfolio formats and restrictions. As I encountered differences in format or restrictions, I made decisions with the goal of highlighting the strengths of each portfolio while minimizing weaknesses. This project is a narrative of my decision making process while creating a cumulative showcase portfolio.

The first and primary decision for the portfolio was format. For student teaching and one of my undergraduate courses, I created portfolios that were collections of work in binders. However, the Teachers College requires a digital portfolio, and two of my undergraduate courses required other digital artifacts posted online. I decided that my cumulative showcase portfolio should be a physical collection for several reasons. Many of my artifacts are not computer generated and could not be included in a digital portfolio. Examples of student work and other artifacts created by alternative means were important to include in my cumulative showcase portfolio and a collection in a binder was best suited to this restriction. I also chose not to use a digital portfolio because my current digital portfolio is stored in Ball State's server. After I graduate, I will lose this space on the server, and I would like a permanent portfolio for future use in representing my undergraduate development. Another factor in my decision to use a collection in a binder was professional interviews. A portfolio contained in a binder can always be shown in an interview, but a digital portfolio may not be accessible in all interviews. My cumulative showcase portfolio is a record of my professional growth, and I should be able to use it to demonstrate my professionalism in all interviews.

Another important format decision was the arrangement of work within the portfolio. My student teaching and Teachers College portfolios were arranged by the ten Interstate New Teacher Assessment and Support Consortium (INTASC) Principles. Artifacts were listed with one of these principles and a rationale was given for how each artifact reflected my mastery of the INTASC Principle. My student teaching showcase portfolio also included several documents (such as a description of student teaching placement and weekly goals) that were not listed with a particular INTASC Principle and verified my completion of student teaching requirements. One of my courses required a digital portfolio organized within a sample classroom webpage. Another course required a physical portfolio formatted as a lesson plan. I decided not to use the classroom webpage format because it would be difficult to navigate a website with so much information. It also relies on some of the previously discussed disadvantages of a digital portfolio. The lesson plan format was eliminated as an option because it is not comprehensive of all the skills needed to be a teacher. I chose the INTASC Principle format because it is comprehensive and well known. The INTASC Principles represent multiple aspects of teaching, and they are used for several phases of teacher assessment which makes them more universal in the profession. I did not include artifacts without a

INTASC Principle 1

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The first artifact in my student teaching showcase portfolio was the Reader's Theatre script "Twinkle, Twinkle, Pretty Stars" which demonstrates several aspects of INTASC Principle 1. This script represents the Reader's Theatre scripts I used throughout the semester of student teaching. I learned about the positive results of using Reader's Theatre in fluency instruction, and I sought outside resources to enhance student learning. This script also represents my use of interdisciplinary instruction because it was integrated with the "Exploring Space!" unit. I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching showcase portfolio was a summary of the science unit's integration into other subjects. It only includes a summary of some subjects and does not include the full-lessons integrated in the unit. However, it does portray my ability to create interdisciplinary connections to make content more meaningful for students and my willingness to teach lessons that are not part of the traditional subject curriculum. Therefore, I will use this artifact in my cumulative showcase portfolio.

The first artifact in my student teaching developmental portfolio was a worksheet with an American flag and the Pledge of Allegiance that I created for a social studies lesson about students' daily routines at school. I combined sources to create this instructional tool that met lesson objectives, and it combined subject content by practicing reading fluency through familiar text. I will use this artifact in my cumulative showcase portfolio because it demonstrates my knowledge of content and use of instructional resources and interdisciplinary instruction.

Another artifact in my student teaching developmental portfolio was a teaching resource that I created, a language exercise for identifying the naming and telling parts of sentences. This artifact demonstrates my knowledge of content, but does not demonstrate my competence in multiple aspects of the INTASC Principle. I will not use this artifact in my cumulative showcase portfolio.

The next artifact in my student teaching developmental portfolio was an emergency phone number activity that I created for a fire safety unit. It was effective in making the subject matter meaningful for students and demonstrates my knowledge of content. I will use this artifact in my cumulative showcase portfolio.

The first artifact in my Teachers College digital portfolio was a lesson reflection on a teaching experience in EDEL 200. Within the reflection were links to a content page, materials page, and two lesson plans. I chose not to include the reflection as an artifact in my cumulative showcase portfolio because my understanding of the principle

was incomplete at the time. The lesson plans do not demonstrate my best work in creating meaningful learning experiences, and I will not use them as artifacts in my cumulative showcase portfolio. However, I chose to include the Content Page and Materials Page in my cumulative showcase portfolio because they demonstrate my preparation for instruction.

The math lessons and reflections I have included in my Teachers College digital portfolio were not required artifacts, but I chose to include them as demonstrations my teaching experiences that semester. However, the great amount of reading this artifact requires detracts from its merits as a demonstration of my competence, and I will not use this artifact in my cumulative showcase portfolio.

Another artifact in my Teachers College digital portfolio is a game that I created for a first grade math lesson in EDEL 350. This artifact is an excellent demonstration of my knowledge of content and ability to make content meaningful to students. I will use this artifact in my cumulative showcase portfolio.

The remainder of the artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

INTASC Principle 2

The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

The first artifact in my student teaching showcase portfolio was journal excerpts describing adaptations made to instruction to meet the developmental needs of students. This artifact portrays my understanding of multiple aspects of student development, including but not limited to academic development. It also portrays my flexibility which does not specifically apply to the principle but is an important aspect of teaching to be demonstrated in my cumulative showcase portfolio. Therefore, I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching showcase portfolio was the poem “All I Ever Really Needed to Know I Learned in Kindergarten” by Robert Fulghum. This artifact represents the lessons about life that I taught my students without lesson plans, standards, or assessments. I will use this artifact in my cumulative showcase portfolio to demonstrate my ability to meet students’ non-academic developmental needs.

In my student teaching developmental portfolio, there were two vocabulary activities that I created in which the students identified words by coloring them specific colors. This artifact demonstrates my ability support students’ development of a skill (reading vocabulary) with a developmentally mastered skill (coloring). However, it could be misunderstood as an activity with little academic merit. I will not use these artifacts in my cumulative showcase portfolio.

Another artifact in my student teaching developmental portfolio was a Language Arts mini-lesson. The lesson used a poem about reading to engage students in learning the parts of reading (sentences, punctuation, etc.) and different types of stories. However, this lesson was from the beginning of the semester and later lessons better reflect my ability to plan for students’ needs. I will not use this artifact in my cumulative showcase portfolio.

An artifact in my Teachers College digital portfolio was my EDEL 300 unit plan. The unit plan and lesson plans do not represent this principle, but the unit overview addresses multiple aspects of student development. It includes objectives for cognitive, affective, and psychomotor skills. Therefore, I will use a portion of this artifact in my cumulative showcase portfolio.

The remainder of the artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

INTASC Principle 3

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

The first artifact in my student teaching showcase portfolio was a collection of student work with each student's work exemplifying a different level of instructional support. It is an example of my ability to set high learning expectations for students of all ability levels and support each student to enable everyone to achieve those expectations. I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching showcase portfolio was my initial set of lesson plans and notes for individually tutoring a student who was struggling with basic reading skills. It demonstrates my ability to identify individual student's learning abilities and needs then use this knowledge to plan lessons that use the abilities to support the student's learning needs. I will use this artifact in my cumulative showcase portfolio.

My student teaching developmental portfolio contained notes from Educational Planning Committee (EPC) meetings for three students. These demonstrate my ability to identify learning needs and use school resources to locate appropriate support services, but they do not demonstrate my ability to teach the diverse learners. Therefore, I will not use this artifact in my cumulative showcase portfolio.

The artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in its respective rationale narrative.

A lesson from EDRDG 430 is another artifact that could demonstrate my ability to plan and teach to individual learners. I am currently enrolled in the course, so there are no lessons included as artifacts in any of my previous portfolios. However, throughout the semester I have created lesson plans for twice weekly tutoring sessions to accommodate his learning needs, based on initial assessment data and continuing observation. I selected a lesson that represents the use of multiple instructional strategies to support his continuous development of reading skills. This lesson will be used as a new artifact in my cumulative showcase portfolio.

INTASC Principle 4

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The first artifact in my student teaching showcase portfolio was a set of overhead transparencies that I created for a series of Language Arts lessons. This artifact demonstrates my selection of resources and use of multiple teaching strategies. It demonstrates my role in instruction, including modeling and actively engaging students in learning. I will use this artifact in my cumulative showcase portfolio.

My second student teaching showcase portfolio artifact was an evaluation by my university supervisor. The evaluation documents my multiple teaching strategies, ability to keep students actively engaged, selection of resources, and role in instruction. This artifact also provides documentation of my teaching skills by someone other than me. I will use this artifact in my cumulative showcase portfolio.

The artifacts in my student teaching developmental portfolio were examples of my modeling during instruction. Modeling is an important teaching strategy, but the overhead transparencies also demonstrate modeling. In order to represent a variety of instructional strategies, I will not use these artifacts in my cumulative showcase portfolio.

The social studies unit artifact in my Teachers College digital portfolio is a good representation of my use of multiple teaching strategies to encourage critical thinking, problem solving, and performance skills. However, I never taught this unit, and it is a long artifact. For these reasons, I will not use this artifact in my cumulative showcase portfolio.

The remainder of the artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

INTASC Principle 5

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

The first artifact in my student teaching showcase portfolio was a statement about my personal discipline philosophy. This was a required artifact for the student teaching portfolio, and I adapted it from a portion of the classroom management plan I created for EDEL 300. However, the entire classroom management plan is a more comprehensive application of the entire INTASC Principle. Therefore, I will not use this artifact in my cumulative showcase portfolio, but I will use the entire classroom management plan as an artifact.

The second artifact in my student teaching showcase portfolio was a collection of items that documented the classroom management systems I used that semester. These systems included positive and negative accountability for individuals and groups. This artifact demonstrates my ability to manage multiple strategies to meet the management needs of my classroom. However, this artifact needs some explanation. For this artifact I will also include the portion of the rationale that explained the artifact in my student teaching showcase portfolio. I will use this artifact and its explanation in my cumulative showcase portfolio.

My student teaching developmental portfolio was divided into Principles 5a and 5b. Principle 5a included the management of transitions, time, and materials, directions, procedures, pacing, and non-instructional duties; Principle 5b included establishing a positive climate for intrinsic motivation, establishing behavior expectations, monitoring student behavior, and responding to student misbehavior. The artifacts for Principle 5a included multiple seating charts and a calendar seating chart. The calendar seating chart did not work as effectively as I planned, and I abandoned it to attempt other approaches. Therefore, I will not use this artifact in my cumulative showcase portfolio. However, the seating charts demonstrate my flexibility in classroom management that allows me to find a strategy that works with each unique class. The first seating chart was established before I began the semester, and there were too many seating charts to include all of them in the artifact. Therefore, I will use the first two seating charts I created as an artifact in my cumulative showcase portfolio.

The artifacts in my student teaching developmental portfolio for Principle 5b were included in the classroom management artifact previously discussed, so I will not use them in my cumulative showcase portfolio.

As stated earlier in this rationale narrative, I am using the classroom management plan from my Teachers College digital portfolio as an artifact in my cumulative showcase portfolio. However, the remainder of the artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

INTASC Principle 6

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The first artifact in my student teaching showcase portfolio was a science lesson that used verbal and non-verbal communication to promote student discussion and used multiple communication processes for student evaluation. This artifact demonstrates my ability to use many communication techniques and to foster communication among students. I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching showcase portfolio was a lesson that used technology in a non-traditional manner to prompt student inquiry and participation in a learning activity that used verbal and non-verbal communication to deliver the content of the lesson. This artifact demonstrates my ability to communicate and to use other media to support student learning. I will use this artifact in my cumulative showcase portfolio.

There were two artifacts in my student teaching developmental portfolio. The first artifact included notes for developing a holiday bulletin board that utilized student participation and a picture of the final product. The picture of the bulletin board would be a beneficial artifact because several forms of communication were used to develop the bulletin board. I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching developmental portfolio was a collection of my handwriting practice for written communication with students on the chalkboard and chart paper. At the beginning of the semester, I was not accustomed to Zaner-Bloser print or writing that was large enough for the chalkboard and chart paper, so I practiced this style of handwriting to improve my written communication. However, this artifact is not strong evidence of my overall proficiency in this principle, so I will not use this artifact in my cumulative showcase portfolio.

The artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

INTASC Principle 7

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

The first artifact in my student teaching showcase portfolio was an informal unit outline for a fire safety unit. It included long-term and short-term planning as well as evidence of revision through multiple stages of planning. This artifact demonstrates my process of organizing and planning a unit of study, including curriculum goals and instructional resources. I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching showcase portfolio was the “Exploring Space!” unit outline. It was a formal outline and included more information than the previously discussed fire safety unit outline. However, as a Ball State student teaching requirement, it was also part of the complete unit that was included later in my student teaching showcase portfolio. In order to avoid being redundant, I will not use this artifact in my cumulative showcase portfolio.

The majority of the artifacts in my student teaching developmental portfolio for this principle were lesson plans. However, these only provide snapshots of my semester and do not document my planning skills as well as the more complete plans. I will not use these artifacts in my cumulative showcase portfolio.

In my student teaching developmental portfolio there were also a few lesson plans specifically documented for INTASC Principle 7. These lesson plans were revised during instruction. However, these artifacts do not document my competence in multiple aspects of the principle. Therefore, I will not use these artifacts in my cumulative showcase portfolio.

The science lessons in my Teachers College digital portfolio and in my science portfolio demonstrate my ability to write plans for student-centered learning activities that are based on curriculum goals. They were also written in a different lesson plan format than is typically required by a majority of university courses, so they demonstrate my planning flexibility. The science portfolio also included pictures of the materials and lessons that can be incorporated throughout the lessons. I will use this artifact in my cumulative showcase portfolio.

The next artifact in my Teachers College digital portfolio was a collection of math lessons and pictures from those lessons. These lessons are student-centered, standards based, and written in a different lesson plan format than the majority of my previous lesson plan artifacts. They also integrate children’s literature. I will use this artifact in my cumulative showcase portfolio.

The English mini-lesson, EDEL 300 unit, and EDEL 350 unit in my Teachers College digital portfolio provide evidence of the teaching skills correlated with INTASC Principle 7. However, I never taught these lessons and units, so the evidence they

provide is not as the previously discussed artifacts. Therefore, I will not use these artifacts in my cumulative showcase portfolio.

The remainder of the artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

INTASC Principle 8

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

The first artifact in my student teaching showcase portfolio was my Learning Assessment Model Project (LAMP). It was a set of data and graphs that represented students' scores on pre-tests and post-tests for the "Exploring Space!" unit. The LAMP guided the development of the unit and assessed students' academic achievement. The data and graphs demonstrated student performance, emphasized students' strengths, and highlighted increases in students' scores. This artifact documents my instructional success and knowledge of assessment. I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching showcase portfolio was a set of students' culminating activities for the "Exploring Space!" unit. The artifact demonstrates my use of authentic assessment, quantitative and qualitative feedback, and high learning expectations. I will use this artifact in my cumulative showcase portfolio.

Many of the artifacts in my student teaching developmental portfolio were assessments and samples of student work that were collected throughout the semester. The assessments and student samples from textbooks do not represent my work, so I will not use those artifacts in my cumulative showcase portfolio. However, there were several assessment artifacts that I created. One of the artifacts was a set of students' fire safety tests. The set included variations in student responses and my feedback. The artifact demonstrates my ability to write a test with multiple response types and to provide qualitative feedback; it also demonstrates a high level of student achievement. I will use this artifact in my cumulative showcase portfolio. Another assessment artifact was a set of students' portfolios from the "Time for School" unit. Students were responsible for maintaining their own portfolios which were collections of activities from the unit. The artifact demonstrates my ability to guide students to responsibly monitor their learning. I will use this artifact in my cumulative showcase portfolio.

My student teaching developmental portfolio also contained my record of grades. This artifact demonstrates my ability to establish and maintain an effective grading system. I will use this artifact in my cumulative showcase portfolio.

The artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

An artifact that I have not used in any of my previous portfolios is an assessment report for a student that I am currently tutoring in the EDRDG 430 course. The report summarizes his performance on an informal reading inventory and includes my evaluation of his performance and plan for instruction. This artifact demonstrates my ability to use assessment results to guide instruction. I will use this artifact in my cumulative showcase portfolio.

INTASC Principle 9

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

The first artifact in my student teaching showcase portfolio was documentation of an in-service meeting I attended about the speech and language services offered to students at the school. The artifact included a certificate, a handout from the meeting, and an excerpt from a reflective journal. The journal excerpt was about what I learned and how I applied it. This artifact shows how I grew professionally from reflection on a professional development experience. I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching showcase portfolio was a reflection on the “Exploring Space!” unit. Answering the questions was a student teaching requirement, but the responses demonstrate my reflection and growth throughout the unit. This artifact demonstrates my analysis of all aspects of teaching and knowledge of how my actions impact the learning environment. I will use this artifact in my cumulative showcase portfolio.

My student teaching showcase portfolio included my weekly goals, but they were included with student teaching documentation and not INTASC Principle artifacts. However, they should be included as an artifact for this principle because they demonstrate my reflection and professional growth. I will use this artifact in my cumulative showcase portfolio.

In my student teaching developmental portfolio, I had several Reader’s Theatre scripts from the semester. These demonstrate my application of professional development, but a similar artifact was included earlier in the cumulative showcase portfolio for this purpose. I will not use these artifacts in my cumulative showcase portfolio.

My student teaching developmental portfolio also included video analyses and observations that were student teaching requirements. However, they document my completion of student teaching requirements but do not demonstrate my professional growth throughout the semester. I will not use these artifacts in my cumulative showcase portfolio.

The artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

When searching documents from past semesters, I discovered a textbook evaluation that was written for the MATHS 391 course. It demonstrates my ability to critically analyze my current teaching practices in comparison with best practices and my

potential to contribute to a textbook adoption committee. I will use this artifact in my cumulative showcase portfolio.

Another artifact was created this semester for the EDEL 450 course. It is a presentation about the Reading First program. This artifact demonstrates my knowledge of No Child Left Behind initiatives and ability to research and present professional development topics to peers. I will use this artifact in my cumulative showcase portfolio.

INTASC Principle 10

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The first artifact in my student teaching showcase portfolio was my collection of records from parent teacher conferences. The collection included my preparation for the conferences and documentation of conversations during the conferences. This artifact demonstrates my ability to successfully participate in a school event that is usually daunting for first year teachers. I will use this artifact in my cumulative showcase portfolio.

The second artifact in my student teaching showcase portfolio was evidence of my use of community resources for instruction throughout the semester. I collaborated with a local fire station for a fire safety unit and a high school planetarium for a space unit. I also utilized local public transportation for a field trip. This artifact documents student participation in community learning activities, my communication with professionals in the community, resources provided by community organizations, and the school's field trip approval process. This artifact demonstrates that I developed relationships with community organizations, organized student learning activities, gathered learning resources for students, and sought community resources to support student learning. I will use this artifact in my cumulative showcase portfolio.

The first artifact in my student teaching developmental portfolio was a set of substitute teacher plans for the day I attended a literacy conference in Indianapolis. These plans demonstrate my professional communication with colleagues, but they are a combination of classroom procedures and formal lesson planning which have been documented in the cumulative showcase portfolio in other ways. I will not use this artifact in my cumulative showcase portfolio.

Another artifact in my student teaching developmental portfolio was a family learning activity I developed for the fire safety unit. It included a letter to families that explained the unit and activity, a form to complete family emergency escape plans, a checklist of fire safety precautions for homes, and a bookmark that listed children's book suggestions that correlated with the unit. This artifact demonstrates my utilization of an aspect of family communication that is typically neglected, family learning projects. I will use this artifact in my cumulative showcase portfolio.

A third artifact in my student teaching developmental portfolio was a letter I sent to families at the beginning of the semester. Making early initial contacts with families is important to establishing open and respectful communication for the entire year, and this letter demonstrates my ability to initiate positive communication with families to establish positive expectations as early as possible. I will use this artifact in my cumulative showcase portfolio.

An artifact in my Teachers College digital portfolio was a sample classroom webpage. The webpage and its links were similar to what I would include on a classroom webpage if my school used the internet for parent communication. This artifact exhibits my technology competence, creativity, and ability to integrate many aspects of classroom and family interaction. I will use this artifact in my cumulative showcase portfolio. However, due to the fact that my cumulative showcase portfolio is not supported by the internet, I will transfer the files for this artifact to a cd to be included in the cumulative showcase portfolio.

The remainder of the artifacts in my Teachers College digital portfolio are better representative of other INTASC Principles and each is addressed in the respective rationale narrative.

Additional Artifacts

The artifacts addressed in this rationale narrative are included in the cumulative showcase portfolio, but they are not categorized by an INTASC Principle. They represent my professional proficiency in more attributes than individual INTASC Principles.

The first additional artifact in my cumulative showcase portfolio is the space unit from student teaching. It is a thirteen day unit with plans, materials, assessments, resources, and other related documents. It includes evidence of all the INTASC Principles and is too large to include along with the INTASC Principles without interrupting their progression. Therefore it will be included after the artifacts for the INTASC Principles.

The second additional artifact is a copy of my student teaching final evaluations. My classroom supervisor and university supervisor collaborated to rate my proficiency in each INTASC Principle and to write narratives explaining their ratings. These provide strong evidence of my achievements as an educator, and they will be the last artifact in my cumulative showcase portfolio.