



Initial Teacher Licensure Exit Portfolio

**Guidelines, Rubrics, and
Requirements**

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THE EXIT PORTFOLIO Overview of Purpose and Process **A Standards-Based Presentation of Evidence for the Licensure of Beginning Teachers**

Purpose: The exit portfolio is a performance-based assessment completed during the student internship.

- It should contain documentation of the essential teaching skills and dispositions as required by the Arkansas Teaching Standards (INTASC Standards) and aligned with the domains of Danielson's Framework for Teaching used in the Arkansas Teacher Excellence Support System (TESS).
- Whereas, the College uses the Internship Formative Observation Forms to particularly measure attainment of TESS Domains 1-3 and Arkansas Teaching/InTASC Standards 1-8, the College uses the Exit Portfolio to especially measure TESS Domains 1 and 4 and Arkansas Teaching/InTASC Standards 8-9.
- ***To be recommended for licensure, you must successfully complete the exit portfolio.***

Process:

- All evidence included in the Exit Portfolio should be developed during your internship experience.
- The Exit Portfolio should include select and significant examples of standards-based growth, performance, and reflection evidenced through the 4 Exit Portfolio Tasks.
- The appearance of the portfolio should not overshadow its contents; however, be professional in presentation caring for organization, technical detail and thoughtful reflection. Choose a format that allows easy access to materials included. Use 12 pt. Times New Roman font and double spacing. Be sure to include your name on the cover or title page.

Detailed Descriptions of the Products

Products:

- Rubrics for evaluating the evidence presented in the Exit Portfolio are provided with the guidelines for development.
- ***You must complete all portfolio tasks to be recommended for licensure. Any task that is rated below "acceptable" must be revised until satisfactory completion is achieved.***
- **Any case of academic dishonesty in completion of the portfolio will be addressed following the procedures outlined in the Arkansas Tech University Undergraduate Catalog.**
- Please refer to the table on the following page, which provides an overview of what is to be included in your exit portfolio.
- In all education programs, candidates must demonstrate the attainment, in their exit portfolio, of applicable Arkansas Teaching/InTASC Standards and the TESS Domains and criteria.
- For each task, a template is provided for completion of the task and submission purposes.
- For some programs, certain artifacts are necessary to demonstrate attainment of program standards (e.g., AMLE, SEED, etc.).

TASK 1 Table of Products Required in the Exit Portfolio

Framework for Teaching	TASK 1 – Teach and Reflection
Domain 1 – Planning and Preparation TASK 1	What to Include:
1a Demonstrating Knowledge of Content and Pedagogy	<ol style="list-style-type: none"> 1. Lesson plan of the lesson taught including: <ul style="list-style-type: none"> ○ well-designed objectives and clear delineation of appropriate content and Arkansas Literacy Standards, ○ the topics that were taught before the lesson and topics you will teach after this lesson, ○ how you will gain the students’ interest on learning, ○ student-centered lesson activities considered, ○ a description of the differentiation, diversity, and equity considered, ○ modifications for students with exceptional learning needs, ○ how you will close the lesson, and ○ a description of the assessment(s) designed for measuring student attainment of objectives and standards and how these assessments will be used. <p style="text-align: center;"><i>An example lesson plan may be found in <u>Appendix A</u> of this document and on the Teacher Education web page that you may use to address each of these required aspects.</i></p> 2. Scanned TESS-aligned formative observation form of the videoed lesson completed by your supervisor. 3. Reflection on the lesson following a reflection guideline and a consideration of student learning.
1b Demonstrating Knowledge of Students	
1c Setting Instructional Objectives	
1d Demonstrating Knowledge of Resources	
1e Designing Coherent Instruction	
1f Designing Student Assessments	
4a Reflecting on Teaching	
4e Growing and Developing Professionally	
4f Showing Professionalism	

TASK 2 Table of Products Required in the Exit Portfolio

Framework for Teaching	TASK 2 - Impact on Student Learning
Domain 4 – Professional Responsibilities TASK 2	
4a Reflecting on Teaching	<ol style="list-style-type: none"> 1. The class’s unit pretest score average and unit posttest score average. 2. Scanned student work for 4-5 students who participated in the unit labeled as Student 1, Student 2, etc. (Do not include student names.). Include within these samples a student with exceptional learning needs, and label this student’s work “Student with Exceptional Learning Needs.” 3. A reflective analysis concerning your assessment of student learning for the unit and potential changes that will occur in your future instruction based on this assessment
4b Maintaining Accurate Records	

TASK 3 Table of Products Required in the Exit Portfolio

Framework for Teaching	TASK 3 – Communicating with Families
Domain 4 – Professional Responsibilities TASK 3	
4c Communicating with Families	<ol style="list-style-type: none"> 1. A letter to communicate with parents/guardians of students within the class in which you are completing your internship experience. This letter is to include such aspects as the following: <ul style="list-style-type: none"> ○ An introduction of yourself (including your academic background/interests) ○ What will be occurring in upcoming learning for students in the class. ○ Any simple tips of how the parent/guardian can assist the student in learning during these upcoming units, lessons, etc.
4f Showing Professionalism	<ol style="list-style-type: none"> 2. A reflective analysis concerning the parent-teacher conference in which you participated during internship. This reflection should address such questions as the following: <ul style="list-style-type: none"> ○ Describe the attendance at the parent-teacher conference? ○ Describe your interactions with the parents/guardians? ○ In what ways did you feel you contributed to the effectiveness of planning and implementation of the parent/teacher conference in which you participated? ○ What were your key “takeaways” from the parent-teacher conference as related to your students and their learning? ○ How will these takeaways impact your future teaching, and how you seek to involve parents/guardians?

TASK 4 Table of Products Required in the Exit Portfolio

Framework for Teaching	TASK 4 – Professional Growth and Service
Domain 4 – Professional Responsibilities TASK 4	
4d Participating in a Professional Community	1. A professional growth plan following the adapted template provided from the Arkansas Division of Elementary and Secondary Education (DESE). This will include <ul style="list-style-type: none"> ○ Identified areas for growth and completion of the template. ○ Identified professional development modules in Arkansas IDEAS that will assist in your professional growth. ○ Scan of two service efforts and a reflection of how these service efforts benefitted the school/community and you. Your service activities must be signed by a teacher or administrator.
4e Growing and Developing Professionally	
4f Showing Professionalism	

TASK 1 – Teach and Reflection Detailed Explanation

TESS Domain 1: Planning and Preparation and TESS Domain 4 Professionalism

The goal for TASK 1 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 1: Planning and Preparation and TESS Domain 4 Professionalism**
- **Arkansas (InTASC) Teaching Standards** (related to planning and professionalism)

Rubrics have been designed for this task based upon the standards appropriate for your program of study. The following pieces of evidence denoted in the table below are required for you to successfully complete this task. In TASK 1, you will demonstrate that you are able to plan and prepare to teach, consider how you impacting student learning, and reflect on your performance as a teacher during the lesson. ***Within one uploaded template document titled "Teach and Reflection Template"*** (see next pages), you will include the following:

- **Your standards-based, student-centered lesson plan designed for this lesson**
- **A scanned TESS-aligned formative observation form completed by your supervisor**
- **A TESS-guided reflection**

You cannot successfully complete TASK 1 unless all three of the above are included.

Your lesson should provide opportunities to engage students in student-centered approaches to learning, in the use of appropriate technologies, and in standards-based and research-supported instruction in appropriate large and small group learning settings. The lesson should also provide evidence that you have considered the diversity of your learners, their background knowledge, their learning preferences and/or intelligences, and their motivational needs. You should demonstrate that you have considered equity of student learning in your planning, particularly in how you provide ways for differentiation to occur in learning. In addition, you should have clear evidence that an assessment was conducted within the lesson from which you could determine if your objectives were met.

Your lesson plan implemented in this lesson should include appropriate standards and well-designed objectives and clearly delineated steps in your plan contingent upon the student-centered model of instruction you have chosen to use. Your plan should also include clear delineations of how UDL principles (differentiation approaches) were considered in your plan and what technological tools were planned for use. You may use a chosen lesson plan template as long as each aspect noted is present. ***An example lesson plan may be found in Appendix A of this document and on the Teacher Education web page that you may use to address each of these required aspects.*** If you choose a lesson plan template that does not include these aspects, you will need to add them to the plan. For a summary of these requirements please see the table on the following page.

The final aspects of TASK 1 involves submitting your supervisor's evaluation of your lesson taught and completing ***and*** submitting a self-evaluation of your lesson following the TESS-guided reflection form included on the following pages. Within this TESS-guided reflection form, you will include reflections pertaining to your supervisor's comments concerning the classroom environment aspects and instruction demonstrated in your lesson.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domains 1 and 4. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Table of Products Required

Framework for Teaching	TASK 1 – Teach and Reflection
Domain 1 – Planning and Preparation TASK 1	What to Include:
1a Demonstrating Knowledge of Content and Pedagogy	1. Lesson plan of the lesson taught including: <ul style="list-style-type: none"> ○ well-designed objectives and clear delineation of appropriate content and Arkansas Literacy Standards, ○ the topics that were taught before the lesson and topics you will teach after this lesson, ○ how you will gain the students’ interest on learning, ○ student-centered lesson activities considered, ○ a description of the differentiation, diversity, and equity considered, ○ modifications for students with exceptional learning needs, ○ how you will close the lesson, and ○ a description of the assessment(s) designed for measuring student attainment of objectives and standards and how these assessments will be used, <p style="text-align: center;"><i>An example lesson plan may be found on the Teacher Education web page.</i></p>
1b Demonstrating Knowledge of Students	
1c Setting Instructional Objectives	
1d Demonstrating Knowledge of Resources	
1e Designing Coherent Instruction	
1f Designing Student Assessments	
4a Reflecting on Teaching	
4e Growing and Developing Professionally	
4f Showing Professionalism	2. Scanned TESS-aligned formative observation form of the videoed lesson completed by your supervisor 3. Reflection on the lesson following a reflection guideline and a consideration of student learning

Lesson, Evaluation, and TESS-aligned Guided Reflection Template
TESS Domain 1: Planning and Preparation and TESS Domain 4 Professionalism

You are to submit your lesson plan, your supervisor's evaluation of your lesson, and then rate your performance for each of the following Domain 1 Criteria based on the Arkansas Teacher Excellence Support System Evaluation (TESS) Form. The form is found in ***Appendix B: Arkansas TESS Evaluation Form*** in this exit portfolio manual. Then, complete the reflection questions within the text boxes. *After* completing your reflection, please rate yourself on each of the following Domain 4 Criteria based on TESS. TASK 1 cannot be successfully completed without the completion of this guided reflection.

You will submit the following template for this task.

Task 1 – Three Components
Place your lesson plan in the space below.
Place your campus-based or cohort supervisor's evaluation in the space below.

Complete your reflection concerning this evaluated lesson using the form below.									
1. Mark the level that you would rate your performance for each of the <i>Arkansas Division of Elementary and Secondary Education</i> TESS Domain 1 and Domain 4 Criteria. For each one, "I" means "Ineffective," "P" means "Progressing," "E" means "Effective," and "HE" means "Highly Effective." You will select from "I," "P," or "E." <i>Please use reflection items 8 and 9 in the list below before you evaluate yourself on the Domain 4 – Professionalism criteria listed below.</i>									
Domain 1				Domain 4					
	I	P	E	HE		I	P	E	HE
1a Demonstrating Knowledge of Content and Pedagogy					4a Reflecting on Teaching				
1b Demonstrating Knowledge of Students					4e Growing and Developing Professionally				
1c Setting Instructional Outcomes					4f Showing Professionalism				
1d Demonstrating Knowledge of Resources									
1e Designing Coherent Instruction									
1f Designing Student Assessments									
2. Concerning your rating for 1a Demonstrating Knowledge of Content and Pedagogy, explain why you gave yourself this rating based upon the lesson plan you created. Response:									
3. Concerning your rating for 1b Demonstrating Knowledge of Students, explain why you gave yourself this rating based upon the lesson plan you created. Response:									
4. Concerning your rating for 1c Setting Instructional Outcomes, explain why you gave yourself this rating based upon the lesson plan you created. Be sure to explain how your objectives connected to the state standards you identified and how these contributed to the design of your plan. Response:									
5. Concerning your rating for 1d Demonstrating Knowledge of Resources, explain why you gave yourself this rating based upon the lesson plan you created. Response:									
6. Concerning your rating for 1e Designing Coherent Instruction, explain why you gave yourself this rating based upon the lesson plan you created. Response:									
7. Concerning your rating for 1f Designing Student Assessments, explain why you gave yourself this rating based upon the lesson plan you created. Response:									

<p>8. In one to two paragraphs, describe the learning of the students within your classroom and what evidence you have that they met the standards and objectives that you identified for this lesson.</p> <p><i>Response:</i></p>
<p>9. Describe briefly (one to two paragraphs) how you will modify what you are doing in the future based upon student learning observed, supervisor feedback, and self-reflection concerning this lesson</p> <p><i>Response:</i></p>
<p>10. Concerning your rating for 4a Reflecting on Teaching, explain why you gave yourself this rating based upon your reflection in 8-9 above in your ability to reflect upon the effectiveness of your planning, what your evaluator identified as improvement areas, and your impact on student learning.</p> <p><i>Response:</i></p>
<p>11. Concerning your rating for 4e Growing and Developing Professionally, explain why you gave yourself this rating based upon your reflection in 8-9 above in efforts to improve what you are doing in your lesson.</p> <p><i>Response:</i></p>
<p>12. Concerning your rating for 4f Showing Professionalism, explain why you gave yourself this rating based upon your reflection in 8-9 above in your ability to consider the learning of your students and to consider ways to improve their learning in the future.</p> <p><i>Response:</i></p>

TASK 1
Teach and Reflection Rubric
TESS Domain 1: Planning and Preparation and TESS Domain 4 Professionalism

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
<u>(INTASC Standard 4, FFT 1a)</u>	The teacher's plan displays little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plan reflects some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plan reflects solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	
<u>(INTASC Standards 1 & 2, FFT 1b)</u>	The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	
<u>(INTASC Standard 3, FFT 1b)</u>	The teacher's plan does not consider equity in learning and resembles a "one size fits all" approach.	The teacher's plan considers equity to some extent by providing students with varying ways to learn the material and/or skills being planned.	The teacher's plan considers equity by providing some student choice and preference in the way material/skills are learned to promote equitable learning opportunities.	
<u>(INTASC Standard 7, FFT 1c)</u>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment. Objectives are not aligned to standards noted on plan.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration. Objectives are somewhat aligned to standards noted on plan.	Instructional outcomes mostly represent high expectations and are connected to a sequence of learning. They are clear, written in the form of student learning. Different types of learning are reflected and are suitable for most students based on evidence of student proficiency. Objectives are clearly aligned to standards noted on plan.	

(INTASC Standard 7, FFT 1d)	The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	
(INTASC Standard 3, FFT 1e)	The learning experience is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experience is suitable for only some students.	The learning experience demonstrates partial alignment with instructional outcomes, and parts of the experiences are likely to engage students in significant learning. The lesson has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a learning experience aligned to instructional outcomes and suitable for groups of students. The lesson has a clear structure and is likely to engage students in significant learning.	
(INTASC Standard 6, FFT 1f)	The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	
(INTASC Standard 9, FFT 4a)	The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	

(INTASC Standard 9, FFT 4e)	The teacher's guided reflection ignores feedback from the evaluator, does not address learning of the students, contains little to no reflective depth and/or the attainment of standards and/or objectives by the students is not considered in the reflection.	The teacher's guided TESS-aligned reflection contains some reflective depth, is professional in design, and somewhat considers the evaluation results provided by his/her supervisor. Student learning is somewhat addressed, but it is not addressed explicitly as related to standards and objectives.	The teacher's guided TESS-aligned reflection is highly reflective, professional, and considers the evaluation results provided by his/her supervisor. The teacher also specifically cites and discusses the evidence of student learning based upon the lesson objectives and state standards outlined.	
(INTASC Standard 9, FFT 4f)	The teacher has little sense of ethics and professionalism and contributes to practices in the classroom that are self-serving or harmful to students. The teacher fails to comply with school and district regulations for the classroom.	The teacher is honest and well intentioned in serving students and contributing to decisions in the classroom, but the teacher's attempts to serve students are limited. The teacher complies with school and district regulations for the classroom.	The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues in the classroom and complies fully and voluntarily with school and district regulations in the classroom.	

1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria

3 – Highly Effective – superior evidence for the criteria

Note: The majority of the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the majority of Standard Criteria mentioned above are rated **Unacceptable**, the task must be revised.

TASK 2 – Impact on Student Learning
Detailed Explanation
Domain 4: Professional Responsibilities

The goal for TASK 2 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 4 – Professional Responsibilities**
- **Arkansas (InTASC) Teaching Standards** (related to professional responsibilities)

Within this task, you will demonstrate your ability to analyze and reflect upon student learning while maintaining records of this learning. ***Within one uploaded template document titled "Impact on Student Learning Template"*** (see next pages), you will include the following:

- Pre-unit assessment average scores and observations.
- Post-unit assessment average scores and observations.
- At least four students' scanned work including their pretest/pre-assessment work that has been scored, assignments used within the unit that have been scored, and posttest/post-assessment work that has been scored. Included in these work samples needs to be your student's with exceptionalities work. Label these as Student 1, Student 2, etc. Label your student with exceptional learning needs as "Student with Exceptional Learning Needs."
- A reflective analysis of your students' learning discussing how they did on their pretest/pre-assessment scores versus their posttest/post-assessment scores, what this tells you about their meeting of your objectives and standards you have set in your unit, and what you will do in the future based on these results.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 4 – Professional Responsibilities in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Table of Products Required

Framework for Teaching	TASK 2 - Impact on Student Learning
Domain 4 – Professional Responsibilities TASK 2	
4a Reflecting on Teaching	1. The class’s unit pretest score average and unit posttest score average.
4b Maintaining Accurate Records	2. Scanned student work for 4-5 students who participated in the unit labeled as Student 1, Student 2, etc. (Do not include student names.). Include within these samples a student with exceptional learning needs, and label this student’s work “Student with Exceptional Learning Needs.” 3. A reflective analysis concerning your assessment of student learning for the unit and potential changes that will occur in your future instruction based on this assessment.

Impact on Student Learning Template

You will submit the following template for this task.

Question to Consider	Response to Question
<p>What was the class's pretest average before teaching your unit of instruction? Place the percentage in the box to the right.</p>	
<p>For performance classes for secondary education majors (e.g., ARTE, HPE, MUED), if you are not able to collect pretest scores, please denote your observations about students' knowledge and/or skills in this area before beginning the unit?</p>	
<p>What was the class's posttest average after teaching your unit of instruction? Place the percentage in the box to the right.</p>	
<p>For performance classes for secondary education majors (e.g., ARTE, HPE, MUED), if you are not able to collect posttest averages, please denote your observations about students' knowledge and/or skills in this area after completing the unit?</p>	
<p>Copy and paste your scanned student work in the spaces below each section as described</p>	
<p>Evaluated pretest student work with your grades and comments for your three students and one student with an exceptional learning need. Place these samples in the space below.</p>	

<p>For performance classes for secondary education majors (e.g., ARTE, HPE, MUED), if you were not able to do a pretest, discuss at least three students' work at the beginning of the unit and the work of an additional student with an exceptional learning need in the area you were about to teach in your unit. Respond in the space to the right.</p>	
<p>Include one to two evaluated student work samples that were completed during the unit. Include your three students' work and the work of your one student with an exceptionality. Place these samples in the space below. For performance classes (e.g., secondary education majors in ARTE, HPE, MUED), you may use pictures of work completed, informal rubric checklists, etc.</p>	
<p>Evaluated posttest student work with your grades and comments for your three students and one student with an exceptional learning need. Place these samples in the space below.</p>	
<p>For performance classes for secondary education majors (e.g., ARTE, HPE, MUED), if you were not able to do a posttest, discuss at least three students' work at the end of the unit and the work of an additional student with an exceptional learning need in the area you taught in your unit. Respond in the space on the right.</p>	

Reflection of your class's learning	
How did your students do on their pretest/pre-assessment scores versus their posttest/post-assessment scores?	
What do your student results inform you about in their meeting of your objectives and standards you have set in your unit?	
What unique aspects did you observe concerning student's learning of particular individuals or groups of students?	
Did your student with exceptional learning needs meet your goals for the unit, and how do you know this?	
What will you do in the future based upon these learning results?	

TASK 2
Impact on Student Learning Rubric
Domain 4: Professional Responsibilities

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 9, FFT 4b)	The teacher does not provide the class average scores or is missing scores for typical students or for a student with special RTI considerations (i.e., exceptional learning needs) within the submitted student work.	The teacher provides the class average scores, general observations, and evaluated work samples of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning within the submitted student work.	The teacher provides class average scores, <i>specific observations</i> , and evaluated work samples <i>with teacher comments</i> of 3-4 typical students and one student with special RTI considerations (i.e., exceptional learning needs) for pre-, mid-, and post-unit evaluation of learning within the submitted student work.	
(INTASC Standard 9, FFT 4a)	In their reflection, the teacher does not address the learning of students or attainment of objectives and standards delineated based on assessment results.	In their reflection, the teacher provides a general analysis addressing whether or not the students learned and provided some evidence of meeting objectives and standards delineated based on assessment results. The teacher has some awareness of the performance of individuals or groups of students and how they learned in the unit.	In their reflection, the teacher provides specific analysis addressing whether or not the students learned and provided evidence of meeting objectives and standards delineated based on assessment results. The teacher is clearly aware of the performance of individuals or groups of students and how they learned during the unit.	
(INTASC Standard 9, FFT 4a, 4e)	The teacher does not address what he/she will do in future instruction based upon the results of the assessments and/or does not reflect on what the results mean concerning the effectiveness of his/her instruction.	Within the reflective analysis, the teacher reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses general ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	Within the reflective analysis, the teacher carefully reflects upon the effectiveness of the instructional approaches including content-specific technologies used and discusses specific ways in which he/she might revise this practice in the future to ensure student success (e.g., collaboration with others, professional development, etc.).	

1 – Unacceptable – insufficient evidence for the criteria

2 – Acceptable – sufficient evidence for the criteria

3 – Highly Effective – superior evidence for the criteria

Note: All the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the Standard Criteria mentioned above are rated **Unacceptable** for any of the items, that specific task item must be revised.

TASK 3 – Communicating with Families Detailed Explanation Domain 4: Professional Responsibilities

The goal for TASK 3 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 4 – Professional Responsibilities**
- **Arkansas (InTASC) Teaching Standards** (related to professional responsibilities)

Within this task, you will demonstrate your ability to communicate with parents/guardians and reflect upon the effectiveness, results, and improvement of this communication. ***Within one uploaded template document titled "Communicating with Families Template"*** (see next pages), you will include the following:

- A $\frac{3}{4}$ to 1-page designed communication (e.g., a letter, a graphic, etc.) to parents/guardians (*You may or may not send this letter during your internship experience contingent upon mentor teacher approval.*). Within this letter, you are to include such aspects as the following:
 - An introduction of yourself (including your academic background/interests)
 - What will be occurring in upcoming learning for students in the class.
 - Any simple tips of how the parent can assist the student in learning during these upcoming units, lessons, etc.
- A reflective analysis concerning your parent-teacher conference experience. Within this reflection, you are to include the following aspects:
 - How was the attendance at the parent-teacher conference?
 - How were your interactions with the parents/guardians?
 - In what ways did you feel you contributed to the effectiveness of planning and implementation of the parent/teacher conference in which you participated?
 - What were your key "takeaways" from the parent-teacher conference as related to your students and their learning?
 - How will these learnings impact your future teaching, and how you seek to involve parents/guardians?

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 4 – Professional Responsibilities in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Table of Products Required

Framework for Teaching	TASK 3 – Communicating with Families
Domain 4 – Professional Responsibilities TASK 3	
4c Communicating with Families	<p>1. A letter to communicate with parents/guardians within the class in which you are completing your internship experience.</p> <p>This letter is to include such aspects as the following:</p> <ul style="list-style-type: none"> ○ An introduction of yourself (including your academic background/interests) ○ What will be occurring in upcoming learning for students in the class. ○ Any simple tips of how the parent/guardian can assist the student in learning during these upcoming units, lessons, etc.
4f Showing Professionalism	<p>2. A reflective analysis concerning the parent-teacher conference in which you participated during internship.</p> <p>This reflection should address such questions as the following:</p> <ul style="list-style-type: none"> ○ Describe the attendance at the parent-teacher conference? ○ Describe your interactions with the parents/guardians? ○ In what ways did you feel you contributed to the effectiveness of planning and implementation of the parent/teacher conference in which you participated? ○ What were your key “takeaways” from the parent-teacher conference as related to your students and their learning? ○ How will these takeaways impact your future teaching, and how you seek to involve parents/guardians?

Communicating with Families Template

You will submit the following template for this task.

Letter to Parent(s)/Guardian(s)	
Place your letter to Parent(s)/Guardian(s) here:	
Parent/Teacher Conference Reflection	
<i>Question/Item</i>	<i>Your Response</i>
Describe the attendance at the parent-teacher conference?	
Describe your interactions with the parents/guardians?	
In what ways did you feel you contributed to the effectiveness of planning and implementation of the parent/teacher conference in which you participated?	
What were your key “takeaways” from the parent-teacher conference as related to your students and their learning?	
How will these takeaways impact your future teaching, and how you seek to involve parents/guardians?	

TASK 3
Communicating with Families Rubric
Domain 4: Professional Responsibilities

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 10, FFT 4c)	The teacher does not provide a letter to communicate with parents/guardians or the letter is ineffective in the goal of communicating with the parents/guardians.	The teacher provides a letter to communicate with parents/guardians, and the letter communicates some required aspects effectively.	The teacher provides a letter to communicate with parents communicates all or most required aspects effectively.	
(INTASC Standard 10, FFT 4f)	The teacher's letter to parents/guardians is unclear with a number of errors present.	The teacher's letter to parents/guardians is acceptable with no major errors and is primarily clear in communication.	The teacher's written communication is very good with no errors present and is very clear in communication.	
(INTASC Standard 9, FFT 4e)	The teacher's reflection concerning the parent/teacher conference does not address the required questions and/or contains numerous errors.	The teacher's reflection concerning the parent/teacher conference addresses the required questions but with few specific examples or future considerations.	The teacher's reflection concerning the parent/teacher conference addresses the required questions with specific examples and future considerations.	

- 1 – Unacceptable – insufficient evidence for the criteria
- 2 – Acceptable – sufficient evidence for the criteria
- 3 – Highly Effective – superior evidence for the criteria

Note: All the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the Standard Criteria mentioned above are rated **Unacceptable** for any of the items, that specific task item must be revised.

TASK 4 – Professional Growth and Service
Detailed Explanation
Domain 4: Professional Responsibilities
Professional Growth and Service

The goal for TASK 4 of the exit portfolio is to demonstrate that you have met criteria relating to:

- **TESS Domain 4 – Professional Responsibilities**
- **Arkansas (InTASC) Teaching Standards** (related to professional responsibilities)

Within this task, you will use a modified Arkansas Department of Education Division of Elementary and Secondary Education professional growth plan to demonstrate your pursuit of professional growth and service initiatives. You will submit **one** file within this task that will contain two main parts. One of these involves what you have learned about your own practice within the public schools during your internship experience, and the second will involve ways in which you have served your school and/or community during your internship experience and what you have learned from this experience. ***Within one uploaded template document titled "Professional Growth Plan (with Service elements) Template"*** (see next pages), you will include the following:

1. A professional growth plan following the adapted template provided from the Arkansas Division of Elementary and Secondary Education (DESE). This will include:
 - Identified areas for growth and completion of the template.
 - Identified professional development modules in Arkansas IDEAS that will assist in your professional growth.
 - Scan of two service efforts and a reflection of how these service efforts benefitted the school/community and you.

Specific requirements for the artifacts demonstrating your attainment of appropriate state and program standards are noted in the table provided below. As you consider these tasks, keep in mind that you will follow a similar process in your first year of employment where you will provide evidence of how you have met TESS Domain 4 – Professional Responsibilities in your TESS portfolio. The present exit portfolio may be used to help you begin to prepare for this experience and to provide evidence that you have met the appropriate program and state standards for your field of study before exiting the Arkansas Tech University Education Program.

Table of Products Required

Framework for Teaching	TASK 4 – Professional Growth and Service
Domain 4 – Professional Responsibilities TASK 4	
4d Participating in a Professional Community	1. A professional growth plan following the adapted template provided from the Arkansas Division of Elementary and Secondary Education (DESE).
4e Growing and Developing Professionally	This will include:
4f Showing Professionalism	<ul style="list-style-type: none"> ○ Identified areas for growth and completion of the template. ○ Identified professional development modules in Arkansas IDEAS that will assist in your professional growth. ○ Scan of two service efforts and a reflection of how these service efforts benefitted the school/community and you. Your service activities must be signed by a teacher or administrator.

Professional Growth Plan (with Service elements) Template

DESE-Adapted 2020-2021
TESS Professional Growth Plan

You will submit the following template for this task.

Professional Growth Goal																													
Question to Consider	Response to Question																												
<p>Reflecting on current performance, what are your areas of strength?</p>																													
<p>Reflecting on current performance, what are your areas for improvement?</p>																													
<p>Of the following domains and criteria on the right, which one(s) best match the area(s) in which you feel you need to improve?</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <thead> <tr> <th style="text-align: left; padding: 2px;">Domain 1: Planning and Preparation</th> <th style="text-align: left; padding: 2px;">Domain 2: The Classroom Environment</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">1a – Demonstrating Knowledge of Content and Pedagogy</td> <td style="padding: 2px;">2a – Creating an Environment of Respect and Rapport</td> </tr> <tr> <td style="padding: 2px;">1b – Demonstrating Knowledge of Students</td> <td style="padding: 2px;">2b – Establishing a Culture for Learning</td> </tr> <tr> <td style="padding: 2px;">1c – Setting Instructional Outcomes</td> <td style="padding: 2px;">2c – Managing Classroom Procedures</td> </tr> <tr> <td style="padding: 2px;">1d – Demonstrating Knowledge of Resources</td> <td style="padding: 2px;">2d – Managing Student Behavior</td> </tr> <tr> <td style="padding: 2px;">1e – Designing Coherent Instruction</td> <td style="padding: 2px;">2e – Organizing Physical Space</td> </tr> <tr> <td style="padding: 2px;">1f – Designing Student Assessments</td> <td></td> </tr> <tr> <th style="text-align: left; padding: 2px;">Domain 4: Professional Responsibilities</th> <th style="text-align: left; padding: 2px;">Domain 3: Instruction</th> </tr> <tr> <td style="padding: 2px;">4a – Reflecting on Teaching</td> <td style="padding: 2px;">3a – Communicating with Students</td> </tr> <tr> <td style="padding: 2px;">4b – Maintaining Accurate Records</td> <td style="padding: 2px;">3b – Using Questioning and Discussion Techniques</td> </tr> <tr> <td style="padding: 2px;">4c – Communicating with Families</td> <td style="padding: 2px;">3c – Engaging Students in Learning</td> </tr> <tr> <td style="padding: 2px;">4d – Participating in a Professional Community</td> <td style="padding: 2px;">3d – Using Assessment in Instruction</td> </tr> <tr> <td style="padding: 2px;">4e – Growing and Developing Professionally</td> <td style="padding: 2px;">3e – Demonstrating Flexibility and Responsiveness</td> </tr> <tr> <td style="padding: 2px;">4f – Showing Professionalism</td> <td></td> </tr> </tbody> </table> <p style="margin-top: 10px;">Item(s):</p>	Domain 1: Planning and Preparation	Domain 2: The Classroom Environment	1a – Demonstrating Knowledge of Content and Pedagogy	2a – Creating an Environment of Respect and Rapport	1b – Demonstrating Knowledge of Students	2b – Establishing a Culture for Learning	1c – Setting Instructional Outcomes	2c – Managing Classroom Procedures	1d – Demonstrating Knowledge of Resources	2d – Managing Student Behavior	1e – Designing Coherent Instruction	2e – Organizing Physical Space	1f – Designing Student Assessments		Domain 4: Professional Responsibilities	Domain 3: Instruction	4a – Reflecting on Teaching	3a – Communicating with Students	4b – Maintaining Accurate Records	3b – Using Questioning and Discussion Techniques	4c – Communicating with Families	3c – Engaging Students in Learning	4d – Participating in a Professional Community	3d – Using Assessment in Instruction	4e – Growing and Developing Professionally	3e – Demonstrating Flexibility and Responsiveness	4f – Showing Professionalism	
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Specifics to help you know you have reached your goal for improvement																													
<p>How will you monitor your progress on whether or not you are improving in this/these area(s)?</p>																													
<p>How will you know when you've achieved your goal for improvement in this/these area(s)?</p>																													
<p>What data will you use to measure your personal progress?</p>																													

Resources or supports from Arkansas IDEAS that will help you develop yourself in these area(s)	
Identify one module in IDEAS that you would use to help you improve in this area and denote it on the right. (Proceed to the Arkansas IDEAS site to find this module.)	
Identify one additional module in IDEAS that you would use to help you improve in this area and denote it on the right. (Proceed to the Arkansas IDEAS site to find this module.)	
Explain how these two modules will help you improve in this/these area(s) you have identified.	
How will this improvement benefit you and your students?	
When would you plan to collect data to see if this effort has improved student performance in your classroom?	
Service Initiatives	
Please scan evidence of two of your service initiatives and place in the space below that were completed during your internship experience within this file you are submitting. (Please keep in mind these service initiatives are not related do additional duties completed as part of your assigned duties.). These could include after-school events, community efforts, assistance with events not related to your job duties, school club sponsorships/activities, etc.	

<p>Describes ways in which these service initiatives benefitted the school or community in which you completed your internship experience.</p>	
<p>Describe how these experiences impacted your own personal understanding of your professional efforts and/or responsibilities outside your own classroom.</p>	
<p>Describe what service initiatives you will particularly value as you move into a teaching position within a public school within a particular community.</p>	

TASK 4
Professional Growth and Service Rubric
Domain 4: Professional Responsibilities

Standard Criteria	1 Unacceptable	2 Acceptable	3 Highly Effective	Comments
(INTASC Standard 9, FFT 4f)	The teacher does not complete the adapted DESE professional growth plan or does address how the teacher will improve within the plan.	The teacher completes the adapted DESE professional growth plan, and the teacher generally aligns goals with their steps within the improvement plan.	The teacher completes the adapted DESE professional growth plan, and the teacher clearly and specifically aligns goals with their steps in the improvement plan.	
(INTASC Standard 9, FFT 4e)	The teacher does not include IDEAS modules related to goals set.	The teacher includes IDEA modules that somewhat align to the goals set and generally addresses how these modules will assist in improvement.	The teacher includes IDEA modules that clearly align to the goals set and addresses specifically how these modules will assist in improvement.	
(INTASC Standard 10, FFT 4d)	The teacher does not delineate how the improvement will benefit the teacher and/or the students.	The teacher provides general ways in which the improvement will benefit the teacher and/or the students.	The teacher provides specific ways in which the improvement will benefit both the teacher and the students.	
(INTASC Standard 10, FFT 4d)	The teacher does not include evidence of two service initiatives within the file provided, and/or the service initiatives are part of the teacher's assigned/expected duties.	The teacher includes evidence of two service initiatives within the file provided, and the service initiatives are an additional aspect to what is assigned/expected. The service initiatives involved solely the school.	The teacher includes evidence of two service initiatives within the file provided, and one of the service activities included benefits across district schools and/or the community.	
(INTASC Standard 9, FFT 4e)	The teacher did not reflect on the benefit of the service initiatives and/or how these initiatives informed present or future practice.	The teacher provided general ways in which the service initiatives were beneficial and provided general ways in which these initiatives informed present or future practice.	The teacher provided specific ways in which the service initiatives were beneficial and provided specific ways in which these initiatives informed present and future practice.	

- 1 – Unacceptable – insufficient evidence for the criteria
- 2 – Acceptable – sufficient evidence for the criteria
- 3 – Highly Effective – superior evidence for the criteria

Note: All the Standard Criteria mentioned above must be rated at the **Acceptable** or **Highly Effective** levels to successfully pass the task. If the Standard Criteria mentioned above are rated **Unacceptable** for any of the items, that specific task item must be revised.

Appendix A: Lesson PlanLesson Plan

Teacher:

Grade Level:

Subject Area:

Standard(s)	Lesson Objectives	
How will you assess learning from this lesson?		
What related topics did you teach before this lesson?		
What related topics will you teach after this lesson?		
Lesson Plan		Time
Anticipatory Set (hook for interest)		
Lesson Activities (Include groupings, strategies, materials, and technology being used *You will attach copies of all instructional materials)		
Differentiation (check which one and describe how you differentiated) <ul style="list-style-type: none"> ● Content ● Process ● Product 		N/A
Closure (formative assessment)		

Summative Assessment	
Accommodations/Modifications	
How did you consider: <ul style="list-style-type: none">● Socioeconomic Status● Multicultural aspects of your class● ESL● Gender● Student interests	

***Attach all instructional materials (slides, rubrics, assignments, assessments, handouts, etc.)**

Appendix B: Arkansas TESS Evaluation Form

To access the form, please click on the following URL:

https://dese.ade.arkansas.gov/Files/Classroom_Teacher_Rubric_7_19_EEF.pdf.