

**Community of Teachers Portfolio Restructuring** (and Adjustments to TEP Admission Criteria)  
*Intended Implementation: January 2012*

Portfolio Restructuring

In consultation with the School of Education, EduVentures recently conducted a program review of Community of Teachers. One finding that resonated with anecdotal evidence from recent years is the need to restructure the CoT Portfolio process to make it clearer and more user-friendly for students. The CoT faculty met this summer to discuss this possibility, and came up with a restructured portfolio that retains the same content but eliminates redundancies by merging many of the standards (or “expectations,” in CoT parlance).

We have provided a “before” and “after” version of the CoT portfolio expectations. In most cases, the revision process involved simply combining the text from the merged expectations. For purposes of visual clarity, this merging is not “track changed” in the revised document, nor are the changes to the rubrics. Beyond simple merging, two types of textual changes were generally made: (1) wordsmithing that provided for a readable merging of expectation texts, and (2) deletions of redundancies and text that was no longer applicable (e.g., text that distinguished between two “old” expectations that are now combined in the “new” version). This latter type of revision is reflected by tracked changes in the document, but all changes are apparent by comparing the “before” and “after” versions.

One former expectation, 6.1 (Verbal Communication), was not merged into a specific new expectation. Rather, we determined that the evidence required of candidates throughout the portfolio provides ample evidence of those skills.

Below is the list of standards in our restructured portfolio (the numbers in parentheses correspond to the expectation/standard number in the “old”/current version):

1. Subject Matter (1.1)
2. Teaching Reading and Writing (1.4)
3. Individual Development (2.1)
4. Curriculum Development (1.3, 7.1)
5. Instructional Strategies (4.1, 4.2, 4.3)
6. Self-Directed Learning (2.2, 6.3)
7. Diverse Learners (3.3, 7.4)
8. Classroom Management & Community (5.1, 5.2)
9. Learning from Others (6.2)
10. Multicultural Understanding (3.2)
11. Evaluating Students’ Learning (8.1, 8.2)
12. School & Community Specialists (3.1, 7.2)
13. Collaboration (10.1, 10.2, 10.3)

14. Professional Growth (1.2, 9.3, 9.4, 9.5)
15. Expressing Convictions (7.3, 9.1, 9.2)
16. (a) Extracurricular Activities (9.6)  
(b) Equity & School Law (10.4)

*For #16, students will choose either (a) or (b). Any newly-created expectations will likely be designated as additional options for #16.*

**Here is the list of “old” (current) CoT expectations/standards:**

- 1.1: Subject Matter
- 1.2: Teacher as Learner
- 1.3: Learning Materials
- 1.4: Teaching Reading and Writing
- 2.1: Individual Development
- 2.2: Self-Directed Learners
- 3.1: Using School Specialists
- 3.2: Multicultural Understanding
- 3.3: Diverse Learners
- 4.1 Teaching for Problem-Solving
- 4.2 Variety in Instruction
- 4.3 Technology
- 5.1: Fostering a Sense of Community
- 5.2: Classroom Management
- 6.1: Verbal Communication
- 6.2: Learning from Others
- 6.3: Empowering Students
- 7.1: Curriculum Development
- 7.2: Community Resources
- 7.3: Controversial Issues
- 7.4: Personalizing Learning
- 8.1: Information About Students
- 8.2: Evaluating Students’ Learning.
- 9.1: Expressing Convictions
- 9.2: Human Rights
- 9.3: Professional Development
- 9.4: Examining One’s Practice
- 9.5: Initiating Change
- 9.6 Extracurricular Activities
- 10.1 Families as Allies
- 10.2 Collaboration
- 10.3: Resolving Interpersonal Differences
- 10.4 Equity and School Law

## TEP Admission Criteria for CoT undergraduate students

Currently, CoT students need to have 7 out of 30 portfolio expectations completed before they can be admitted to the Teacher Education Program (and take their methods courses).

With our new portfolio structure, we plan to institute a new evaluation system, which will place each submitted expectation/standard into one of three categories:

Formative: some initial evidence and/or analysis provided, but much more required

Substantial Progress: substantial evidence and analysis provided, with the remainder to be drawn from candidate's growing involvement in their school placement

Ready to Teach: evidence and analysis demonstrates that candidate is ready to begin a teaching career and merits licensure

For reasons I will explain, we plan to require 5 out of 16 expectations/standards at the Substantial Progress level for TEP admission, and 10 out of 16 at the Substantial Progress level for student teaching. All 16 expectations will need to be rated Ready to Teach in order to receive licensure.

