

Appendix How to Prepare a Portfolio

The Kentucky Department of Education recognizes two types of portfolios: a candidate's Working Portfolio and an Eligibility Portfolio.

The Working Portfolio is a collection of exemplars of candidate's work throughout professional education experience. Annotated artifacts illustrate how the candidate's work is integrated with the practical experiences of teaching.

The Eligibility Portfolio is comprised of selections from the Working Portfolio and serves as evidence of the candidate's understanding and achievement of the Experienced Teacher Standards for Preparation and Certification as approved by the Education Professional Standards Board.

Contents of an Eligibility Portfolio

1. A Demographic Sheet--listing candidate's name, SS#, address, music teaching area(s), teaching grade levels, certification type. Include this information: University of Kentucky School of Music, Rank One in Music Education. (or Rank Two)
2. Table of Contents. Identify each entry by entry number, type (lesson plan, concert review, etc.) and the related Experienced Teacher Standard(s).
3. Entries or Artifacts, including the context for which the entry was created, and in relation to the courses of the planned study program. An eligibility portfolio should not contain more than ten entries, one of which must be a videotape of candidate's teaching of a continuous class presentation with no editing. (Please make sure parental consent has been secured for students appearing in the tape.)
4. A type-written rationale for each entry and how it relates to the Experienced Teacher Standards.
5. A signed statement affirming that the content of the portfolio is the candidate's own work.
6. A signed release form allowing the University of Kentucky permission to release the document for review by accrediting agencies.

Examples of Artifacts to be included in the Portfolio:

Standard 1: The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

Plans for special projects, production, or performances; Newsletters; Other.

Standard 2: The teacher demonstrates content knowledge within own discipline and in application to other disciplines.

Written papers; reports; programmes of performances ; Other.

Standard 3: The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Plans for cooperative learning; lesson plans; compositions; musical productions; Other.

Standard 4: The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Tasks/Activities/teaching strategies for different learners; musical composition/arrangements; Other.

Standard 5: The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Rules for classroom routines; reward charts; rotation plan; videotape; Other.

Standard 6: The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Recording charts; rubrics; assignments; music performance tapes; Other.

Standard 7: The teacher reflects on and evaluate teaching/learning.

Revised lesson plans; self-evaluation notes; journal; Other.

Standard 8: The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

Minutes of Meetings; Letters to parents/colleagues/out-of-school personnel; Other.

Standard 9: The teacher evaluates own overall performance in relation to Kentucky's learner goals and implements a professional development plan.

Self-evaluation of own teaching; Professional Development Plan, Workshops; Other.

Standard 10: The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research/solve problems.

Lesson prepared or delivered using technology (identify software/hardware used: word processing, presentation, notation, sequencing, midi-keyboard, etc.); evidence of use of internet for instruction, performance, communication, and research.