**Cambridge College Student Exit Portfolio**

**Introduction**

**The purpose of your Exit Portfolio is to showcase and document your accomplishments and provide a record of your time at Cambridge College. Your completed portfolio will be a useful tool as pursue your career.**

All of our licensure programs at Cambridge College are based on the Massachusetts Professional Standards for Teachers.

Standard A: Plans Curriculum & Instruction

Standard B: Delivers Effective Instruction

Standard C: Manages Classroom Climate

Standard D: Promotes Equity

Standard E: Meets Professional Responsibilities

**Contents**

* 1. **General Background Information \***

Admissions materials

* + Personal statement written at time of admission
* Transcripts from other colleges or universities attended
* Current professional resume

Complete copy of your ILP – Please upload an electronic copy

* 1. **Required Program Related Artifacts**

1. MTEL scores
2. Advising
   1. Folder Completed and signed advising folder
   2. Evidence of at least three advising sessions with your advisor (Pro-Sem Leader).
3. Personal Philosophy of Teaching This document should be no less than 3-4 pages; 12 font; double spaced; APA reference. Compare your current philosophy with the essay you submitted when you applied to Cambridge College.
   1. Identify behaviorists/theorist/writers who most matches your philosophy; explain how, why they have helped you.
   2. How has it changed since you began your program?
   3. How will your philosophy transfer into the classroom?
4. Pre-Practicum experience Please complete Appendix E and F in the Practicum Handbook to record pre-practicum hours by course. Please make sure all forms are signed before submitting.
   1. Appendix E – Pre-practicum Log document hours by class
   2. Appendix F – Pre-practicum Observation Form
5. Assessment

In 2 – 3 paragraphs, explain how you use formative and summative assessment to improve teaching and learning. Provide examples.

1. Lesson Plan -- Please use the TaskStream ***Basic Lesson Plan***

Directions – from the TaskStream homepage

* 1. Open TaskStream, int the ribbon across the top. Click on “***Lesson Units and Rubrics*** tab***”***
  2. Click on ***Lesson Builder***
  3. In Lesson Builder
     1. Title the new lesson
     2. Choose a new format – select ***TS Basic Lesson***
     3. Fill it in
     4. Done!

1. Lesson Plan -- Select one lesson plan from your practicum that showcases your pedagogical skills. Include modifications for student(s) with
   * 1. Special needs
     2. Diverse academic skills
     3. English language learners
2. Use the Massachusetts Curriculum Frameworks/Common Core Standards that are applicable. In a reflection of 2 – 3 paragraphs explain why you chose this lesson plan.
3. Include evidence of student work from this lesson and in 2 – 3 paragraphs, explain why you included it.
4. Include any formative and/or summative assessment used during this lesson. In 2 – 3 paragraphs, explain its effect on teaching and learning.
5. Bibliography Use the TaskStream basic lesson plan to record resources.
6. Technology Use the TaskStream basic lesson plan to document technology used.

In a narrative of 2 – 3 paragraph

1. Explain how you use technology to meet the learning standards.
2. Reflect on the:
   1. Impact of technology on learning
   2. Problems encountered
   3. Ways in which you overcame problems
3. Final Pre-Service Performance Assessment Form (PPA)

Combined assessment from college supervisor and supervising practitioner

1. Student Pre-Service Performance Assessment form (PPA)

Candidate’s self assessment

1. Cambridge College Observation Form
   1. Supervising practitioner’s assessment – 3 sets of the Cambridge College Observation Form
   2. Cambridge College supervisor’s - 3 sets of the Cambridge College Observation Form.
   3. All observations must take place in the beginning, middle and end of your practicum. Below is a suggested scheduled.

* Complete the first observation in week 1 -3
* Second observation to take place in week 7 - 9
* Third observation to take place in week 14 -16

Written Narrative of Practicum Experience This narrative should be no less than 3-4 pages; 12 font; double spaced; APA references

1. How have the knowledge and skills acquired in your program prepared you for the practicum?
2. How did the relationships you formed with students, teachers, community and parents inform your teaching?

* 1. **For Teachers of Students with Moderate Disabilities you must include:**

1. Demonstrate how to prepare students for general education classrooms. Include examples of how to design or modify curriculum, instructional materials, and general education classroom environments for students with moderate disabilities. Provide examples of behavior management principles used in the classroom.
2. Show evidence of the preparation, implementation and evaluation of Individualized Education Programs (IEP). Include:
   1. Two to three examples of goals/objectives used in Individualized Education Programs (IEP).
   2. Demonstrate understanding of educational terminology for students with mild to moderate disabilities.
3. Demonstrate knowledge of services provided by other agencies.
4. Show evidence of an understanding of federal and state laws and regulations pertaining to special education.
5. Demonstrate an understanding of child development with special emphasis on licensure concentration (PreK-8 or 5-12). It will include, but not be limited to:
   1. Basic theories of cognitive, social, emotional, language, and physical development from childhood through adolescence.
   2. Characteristics and instructional implications of moderately and severely disabling conditions.
   3. **For Teachers of English as a Second Language must include:**

 1. Three lesson plans showing an understanding of secondlanguage acquisition, and the ability to use the WIDA (World Class Instructional Design and Assessment) 2012 Amplified ELD Standards and Common Core Standards.

a. These lesson plans must include examples of modifications for ELLs at different levels of English Language

    Development. (See WIDA CAN DO Descriptors for students’ ability at each level.)

        Level 1            Level 2            Level 3            Level 4            Level 5 Level 6

        Entering          Emerging        Developing     Expanding       Bridging Reaching

2. Evidence of an understanding of federal and state laws and regulations pertaining to ELLS.

3. Evidence of knowledge of services provided by community agencies for ELLS and their families.