Teacher Education Portfolio Standards

Marist College

Referenced to the New York State Education Department Commissioner Regulations 52.21 – Registration of Curricula in Teacher Education. Adapted and revised from:


- Missouri Department of Elementary and Secondary Education, “Missouri Standards for Teacher Education Programs (MoSTEP)” 1999

Standard 1: The candidate understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

The candidate

- knows the discipline applicable to the certification area(s);
- presents the subject matter in multiple ways;
- uses students' prior knowledge
- engages students in the methods of inquiry used in the discipline;
- creates interdisciplinary learning.

The candidate demonstrates strong knowledge of relevant central concepts, tools of inquiry and structures of the discipline(s) as evidenced by performance in college content course work as well as lesson preparation, instruction and ability to make connections among the content, other disciplines, and student background and life experiences.

Standard 2: The candidate understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

The candidate

- knows and identifies child/adolescent development;
- strengthens prior knowledge with new ideas;
- encourages student responsibility;
- knows theories of learning.

The candidate applies knowledge of how students learn and develop to create developmentally appropriate learning opportunities that not only strengthen prior knowledge and encourage student responsibility, but also support the intellectual, social, and personal development of all students.
Standard 3: The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

The candidate

- identifies prior experience, learning styles, strengths, and needs;
- designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;
- knows when and how to access specialized services to meet students’ needs;
- connects instruction to students’ prior experiences and family, culture, and community.

The candidate demonstrates the ability to adapt instruction and assessment to meet the diverse physical, intellectual, and cultural needs of individual students. Based in high expectations, activities connect with and build upon students' individual strengths, prior experiences, family, culture, and community heritages. The candidate demonstrates knowledge of when and how to access specialized services.

Standard 4: The candidate recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

The candidate

- selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
- creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
- evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.

The candidate is aware of state and district knowledge and performance standards and considers those, as well as student needs, when planning lessons. Instructional planning and implementation consider individual student learning styles and are constructed to build student skills in developmentally appropriate ways. During implementation, the candidate demonstrates flexibility by evaluating and changing long- & short-term goals and/or instruction to meet student needs.
Standard 5: The candidate uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

The candidate

- selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.
- engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.

The candidate uses and subsequently evaluates the impact of a variety of instructional strategies, materials, and technologies to meet individual student needs and to encourage students' development of critical thinking, problem solving, and performance skills. Although artifacts reveal the use of a variety of strategies, reflections may not clearly establish the candidate’s ability to match specific strategies with the content and/or skills to be taught. The candidate uses student work in the evaluation of a strategy’s impact on student learning.

Standard 6: The candidate has awareness of the different aspects of literacy development and related teaching procedures for both Native English speakers and students who are English language learners.

The candidate

- knows theories of literacy development and language acquisition appropriate to learners at various developmental levels.
- recognizes how differences among learners influence their literacy development and understands, respects and values cultural, linguistic, and ethnic diversity.
- knows the instructional implications of research in special education, psychology, and other fields that deal with the treatment of students with reading, language, and learning difficulties.
- employs effective techniques and strategies for the ongoing development of literacy and language acquisition.

The candidate demonstrates the ability to apply knowledge of literacy and language acquisition to work with students across the age continuum for which they are instructionally responsible. The candidate prepares lessons and classroom experiences consistent with this knowledge.
Standard 7: The candidate understands and can apply disciplinary knowledge from the humanities and social sciences to interpreting, and bringing normative and critical perspectives to bear on, the meanings of education and schooling in diverse cultural contexts.

The candidate can

- examine and explain the practice, leadership, and governance of education in different societies in light of its origins, major influences, and consequences, utilizing critical understanding of educational thought and practice and of the decisions and events, which have shaped them.
- recognize the inevitable presence of normative influences in educational thought and practice; appraise conceptions of truth, justice, caring, and rights as they are applied in educational practice; and can assist the examination and development of democratic values that are based on critical study and reflection.
- Utilize theories and critiques of the overarching purposes of schooling as well as considerations of the intent, meaning, and effects of educational institutions; identify and appraise educational assumptions and arrangements in a way that can lead to changes in conceptions and values; apply critical judgment to question educational assumptions and arrangements and to identify contradictions and inconsistencies among social and educational values, policies, and practices.

The candidate displays the capacity to bring the disciplinary lenses from the humanities and social sciences (e.g., philosophy, history, sociology, anthropology, etc.) to bear on educational policies and practices by articulating a coherent and defensible purpose for their classroom work; the candidate recognizes the larger social, historical, and cultural context shaping educational experiences and utilizes normative, interpretive and critical perspectives make sense of these experiences.

Standard 8: The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

The candidate

- knows motivation theories and behavior management strategies and techniques;
- manages time, space, transitions, and activities effectively;
- engages students in decision making.

The candidate provides evidence of not only knowing but also applying motivation theories and behavior management strategies and techniques to create a collaborative, participatory, and individualized learning environment that encourages positive social interaction, active engagement in learning and self-motivation. The candidate demonstrates the capacity to actively engage students in their own learning and the effort to encourage all students to set, monitor, and adjust their learning goals and behavior.
Standard 9: The candidate models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

The candidate

- models effective verbal/non-verbal communication skills;
- demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
- supports and expands learner expression in speaking, writing, listening, and other media;
- uses a variety of media communication tools.

The candidate uses clear and articulate verbal, nonverbal and media communication tools in all interactions with students, parents, colleagues and the community. The candidate uses these communication tools and techniques to support the learner's development of effective communication skills and to foster active inquiry, collaboration, and supportive interaction in the classroom. Use of communication/media technology is appropriate and varied.

Standard 10: The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

The candidate

- employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
- maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

The candidate understands and uses formal and informal traditional and performance-based assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner, including but not limited to understanding of state knowledge/performance standards and their assessment. This teacher maintains and uses data from his or her assessment activities to inform instruction and to provide constructive and specific feedback to students, parents, and colleagues. The candidate consciously encourages and supports students' self assessment as a means to enhancing their own learning and achievement. Student work samples verify candidate’s assessment knowledge and skills.
Standard 11: The candidate is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

The candidate

- applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;
- uses resources available for professional development.
- practices professional ethical standards.

The candidate is a reflective practitioner who demonstrates the capacity and the inclination to examine and assess the effects of his/her choices and actions on self and others; candidate reflections analyze the impact of actions on student learning (vs. merely describing what transpired). The candidate offers evidence that he or she consciously applies professional ethical standards within this reflective process. This reflective practitioner seeks out opportunities to grow professionally.

Standard 12: The candidate fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

The candidate

- participates in collegial activities designed to make the entire school a productive learning environment;
- talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
- seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
- identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

The candidate seeks opportunities to develop caring, professional, and productive relationships with school colleagues, parents, and educational partners in the school and larger community to support student learning and well-being. The candidate demonstrates knowledge of when and how to access specialized services.