

CHECKLIST

E-portfolio Artifacts

The UBC Attainment of Standards Report (ASR) was developed originally to articulate the ways UBC teacher candidates meet and exceed the standards set by the BC College of Teachers (BCCT). The ASR was written in 2003/4 to address 13 standards developed by the BCCT. In February 2008 the BCCT council ratified a third edition of professional standards, the “current” 8 *Standards for the Education, Competence and Professional Conduct of Educators in British Columbia*. The ASR, approved in June 2007 for 13 standards, has been grandfathered to apply also to the “current 8”. It is from the ASR for the original 13 standards that the following checklist has been drawn.

www.educ.ubc.ca/about/standards

From: The UBC Attainment of Standards Report

A selection of performance indicators from the ASR, are provided below from which artifacts might be developed. Suggestions for artifacts are also included. Artifacts and reflections should illustrate

1. what you know
2. what you can do
3. your professional growth and projected (inquiry based) professional development
4. your understanding of and knowledge and beliefs about a teacher’s ethical, professional and legal responsibilities.

Standards of Competency

Standard 1: *Educators value and care for all students and act in their best interests.*

	<ul style="list-style-type: none">• A commitment to the principle of inclusion.
	<ul style="list-style-type: none">• Intervention strategies and issues.
	<ul style="list-style-type: none">• Assessing and meeting student needs in a fashion that is reflective, well informed, multi-perspectival and learner-centred.
	<ul style="list-style-type: none">• Knowledge and exploration of legal and ethical boundaries that relates to educators’ responsibility to children, beyond the parameters of the workplace.
	<ul style="list-style-type: none">• Knowledge of societal as well as professional expectations toward educators’ responsibility to children, modeling this through conduct in practice and through behaviour during the program.

	<ul style="list-style-type: none"> • Criminal records check and letters of reference indicate no conduct unbecoming of a potential teacher.
	<ul style="list-style-type: none"> • Documentation indicating an understanding of the professional conduct requirements of the BC College of Teachers, and its legal responsibilities as their certifying body,

Standard 2: *Educators are role models who act ethically and honestly.*

	<ul style="list-style-type: none"> • Ethical and responsible action to local communities and knowledge of legal and ethical boundaries.
	<ul style="list-style-type: none"> • An exploration of legal, moral and ethical conduct that relates to responsibility to their profession, beyond the parameters of the workplace.
	<ul style="list-style-type: none"> • A demonstration of awareness of societal as well as professional expectations toward their responsibility to the profession.
	<ul style="list-style-type: none"> • School case studies.
	<ul style="list-style-type: none"> • A case study, perhaps written or co-written by the teacher candidate, illustrating a question of ethicality
	<ul style="list-style-type: none"> • Individual papers/essays, with examples, that demonstrate understanding and ethical, honest practice.
	<ul style="list-style-type: none"> • Group projects with examples, that demonstrate understanding and ethical, honest practice..
	<ul style="list-style-type: none"> • Mid-term or final exams.
	<ul style="list-style-type: none"> • Case studies that address historical circumstances eg. supporting gay and lesbian teachers, married and/or pregnant women, paternity leave for dads, equal pay for elementary/secondary, etc.
	<ul style="list-style-type: none"> • Case studies from the BCCT that illustrate the kinds of issues the College concerns itself with, "in the public interest".
	<ul style="list-style-type: none"> • Reflections on presentations by the BCTF, the BCCT , the Ministry of Education and/or literature provided by these institutions.
	<ul style="list-style-type: none"> • Primary source documents, such as archived news articles and/or relevant course assignments.
	<ul style="list-style-type: none"> • Evidence of understanding of how to act in ways that are legal, and that are ethically, culturally, socially and cognitively supportive of students.

Standard 3: *Educators understand and apply knowledge of student growth and development.*

	<ul style="list-style-type: none"> • An acquisition of the following instructional, management, pedagogical and communication skills that meet the needs of and enhance the motivations and learning of different students in different settings with a variety of abilities, challenges, strengths, interests and needs: <ul style="list-style-type: none"> ➤ Demonstrates an awareness of the transformative power of learning for individuals and communities. ➤ Behaves as a professional who observes, discerns, critiques, assesses, and acts accordingly. ➤ Promotes diversity, inclusion, understanding, acceptance, and social responsibility in continuing dialogue with local, national, and global communities, suitable to students’ developmental stages. ➤ Employs relevant teaching strategies—adaptations, modified curricula, differentiated instruction, integrating special needs students—to reflect an understanding of students’ diverse academic needs and development ➤ Understands the development of children and youth (such as intellectual, physical, emotional, social, creative, spiritual, moral development).
	<ul style="list-style-type: none"> • An understanding of how changes in definitions of childhood reflect societal changes over time, with implications for contemporary beliefs.

Standard 4: *Educators value the involvement and support of parents, guardians, families and communities in schools.*

	<ul style="list-style-type: none"> • Relevant journal entries and written reflections on their partnerships with parents.
	<ul style="list-style-type: none"> • An understanding of the role of family and home.
	<ul style="list-style-type: none"> • Letters to parents, e.g. permission letters for field trips, class newsletters, school newsletters in which the TC’s work is mentioned.
	<ul style="list-style-type: none"> • The ability to enlist strategies and participation in activities that engage parents in meaningful, ethical and democratic decision-making directed at supporting student learning and development.
	<ul style="list-style-type: none"> • Participation in meetings with sponsor teachers and parents, including Parent-Teacher reporting conferences.
	<ul style="list-style-type: none"> • The development of strategies that promote an inclusive learning community with parents who have felt marginalized or who have not been involved with their child’s school.
	<ul style="list-style-type: none"> • Experiences in the school community (such as attending PAC meetings, parent interviews, and working with parents to assist pupils to learn).
	<ul style="list-style-type: none"> • An exploration of legal, moral and ethical conduct that relates to their responsibility to parents and the public, beyond the parameters of the workplace.
	<ul style="list-style-type: none"> • Checklists and written reports that demonstrate participation in various forms of relevant communication with parents, including but not restricted to, the development of term

	<p>report cards and participation in conferences with parents, students and other stakeholders and that focus on areas such as:</p> <ul style="list-style-type: none"> ➤ Systems for maintaining records efficiently and effectively. ➤ Appropriate assessment, evaluation and reporting. <ul style="list-style-type: none"> • Student engagement in appropriate self-assessment pursuits.
	<ul style="list-style-type: none"> • An understanding of how to act in ways that are legal and are ethically, culturally, socially and cognitively respectful of the public (including parents and other stakeholders).

Standard 5: *Educators implement effective practices in areas of classroom management, planning, instruction, assessment, evaluation and reporting.*

	<ul style="list-style-type: none"> • Artifacts such as action research initiatives, reflections on practice, observational instruments, anecdotal records and other artifacts to plan instruction, and journals to demonstrate that: <ul style="list-style-type: none"> ➤ The teacher candidate observes, discerns, critiques, assesses, and acts accordingly. ➤ The teacher candidate is responsive and responsible to learners, schools, colleagues, and communities. ➤ The teacher candidate assumes a research/inquiry disposition that recognizes a range of knowledge and perspectives, and uses this knowledge to explore his or her students' learning in response to different practices.
	<ul style="list-style-type: none"> • The teacher candidate engages in teaching as a form of continuous experimentation based upon observation and reflective informed decision making, moment by moment and more periodically.
	<ul style="list-style-type: none"> • Examples of student feedback and reports, rubrics, assessment instruments, observational instruments, anecdotal records, e-portfolios, a philosophy of evaluation position statement, and I.E.P.s for non-typical learners.
	<ul style="list-style-type: none"> • Checklists and written reports that demonstrate participation in various forms of relevant communication with parents, including but not restricted to, the development of term report cards and participation in conferences with parents, students and other stakeholders and that focus on areas such as: <ul style="list-style-type: none"> ➤ Systems for maintaining records efficiently and effectively. ➤ Appropriate assessment, evaluation and reporting. ➤ Student engagement in appropriate self-assessment pursuits.
	<ul style="list-style-type: none"> • An effective use of various modes of communication (such as digital and face to face).
	<ul style="list-style-type: none"> • The following competencies within their practicum and other placements: <ul style="list-style-type: none"> ➤ Selecting appropriate goals/objectives in accordance with I.R.P.s. ➤ Designing units/lessons that support identified goals and objectives ➤ Utilizing appropriate resources. ➤ Demonstrating an understanding of development through the pursuit and interpretation of observations of students as well as planning teaching activities to support learning. ➤ Demonstrating an understanding of subject content. ➤ Demonstrating an understanding of current pedagogy. ➤ Modeling correct written and oral language.

	<ul style="list-style-type: none"> ➤ Using effective volume, inflection, and tone of voice. ➤ Making appropriate and effective use of digital literacies for communication and learning. ➤ Making links to students' past and current experiences.
	<ul style="list-style-type: none"> • Sample daybook plans, day plans for TOC, unit plans, field trip plans with accompanying reflections on rationales for these arrangements

Standard 6: *Educators have a broad knowledge base and understand the subject areas they teach.*

	<ul style="list-style-type: none"> • A substantial engagement in the subject areas relevant to the positions they intend to pursue.
	<ul style="list-style-type: none"> • An intellectual curiosity and professional understanding of research, theory and practice related to subject based and/or integrated curricular planning.
	<ul style="list-style-type: none"> • An understanding of Canadian and world societal values.
	<ul style="list-style-type: none"> • An understanding of, and advocacy and educational support for, the diverse populations that they serve.
	<ul style="list-style-type: none"> • Unit and lesson plans that reflect the role of parents and differing family values.
	<ul style="list-style-type: none"> • Transcripts which document relevant academic background in subject area.
	<ul style="list-style-type: none"> • Integration across subject areas and depth of knowledge in one area to provide focus

Standard 7: *Educators engage in career-long learning.*

	<ul style="list-style-type: none"> • Participation in, and reflections about, university and school-based professional development.
	<ul style="list-style-type: none"> • A commitment to professional development.
	<ul style="list-style-type: none"> • Goal setting and plans to pursue ongoing development of craft and understandings.
	<ul style="list-style-type: none"> • An enthusiasm for teaching and learning.
	<ul style="list-style-type: none"> • An ability to collaborate with others and pursue advice as needed.
	<ul style="list-style-type: none"> • An acceptance of and action on advice and suggestions.
	<ul style="list-style-type: none"> • Reflection about and an ability to improve practice.
	<ul style="list-style-type: none"> • Participation in Professional Development workshops and conferences, with reflections about and/or applications of these experiences.

	<ul style="list-style-type: none"> • Responses to readings, written essays or personal journal reflections about their understandings of the philosophies, history, and current debates that shape the British Columbia educational system.
	<ul style="list-style-type: none"> • An engagement with current issues in education as well as knowledge of the history and social context of education in B.C. and Canada (such as educational history and current contexts of Aboriginal education in B.C.).
	<ul style="list-style-type: none"> • A series or list of personal/professional questions and/or goals that address an awareness of ethical ambiguities and their own relationship to their role as "educational leaders". Such a list could be an anticipatory one, addressed, perhaps to themselves as teachers 5 years from now

Standard 8: *Educators contribute to the profession.*

	<ul style="list-style-type: none"> • Engagement in a range of activities that represent commitment to the profession including their own professional development.
	<ul style="list-style-type: none"> • Evidence of commitment to the professional conduct requirements of the BC College of Teachers, and its responsibilities as their certifying body.
	<ul style="list-style-type: none"> • Observed professional conduct as teacher candidates engage with one another and explore issues related to teaching and learning.
	<ul style="list-style-type: none"> • Ethical and professional behaviours as well as leadership roles.
	<ul style="list-style-type: none"> • Evidence of contributions while on practicum eg. providing workshops to school staff on social networking potential/limitations
	<ul style="list-style-type: none"> • Contributions to cohort/colleagues in teacher education program e.g. presentations on educational issues, sharing curriculum resources
	<ul style="list-style-type: none"> • Sharing background expertise with colleagues (in teacher education program and on school staff) e.g. Language instruction, P.E.

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