



Kahua 1A - An Introduction to Culture-Based Instruction

Course Information

&

**Learning Results Portfolio
Information & Handouts**



What is a portfolio?

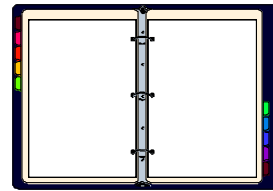
- ✦ Provides opportunities to explore, extend, showcase, and reflect on learning.
- ✦ Promotes collegial sharing, coaching, mentoring, and collaboration.
- ✦ Brings about integration of theory & practice.
- ✦ Gives participants a forum to explore ideas in a supportive environment.
 - ✦ Illustrates progress and leads to a strong sense of personal accomplishment.
 - ✦ Is owned and authored by the participants.
 - ✦ Shifts the ownership of learning onto the participants.
 - ✦ Extends over time so that changes in teaching and learning are evident.
 - ✦ The application of the participant's professional learning with students.
 - ✦ The results of the participant's application efforts with students.
 - ✦ The usefulness & effectiveness of the strategy, process, program, approach, technique or material to improve student learning for the future.



What does a portfolio contain?

- ✦ Lesson Plan Activity sheets
- ✦ Journals
- ✦ Captions/Reflections
- ✦ Student Exhibits
- ✦ Additional Course Activity Sheets (handouts attached)

Refer to Portfolio Checklist.



Important reminders!!!

- ✦ Assignments sequenced in the order of the portfolio checklist
- ✦ Typed or computer generated
- ✦ Appropriate sentence/paragraph construction and grammar; Minimal convention errors
- ✦ Coherent and logical; Addresses each question, prompt or part of the assignment
- ✦ Meets the proficient or exemplary elements of the PDSC portfolio assessment rubric



Writing a Reflection

Reflection is thinking and wondering either individually or with colleagues of moments that touch us, of decisions made, and of the realization when something needs to change. The following guide may help participants refine their process of reflection.

1. What happened?

Begin by simply writing down what happened without jumping to analysis or judgment. Create a brief narrative of the portfolio documents and of the training activity. Only then can you move to the second step.

2. Why did it happen?

Attempting to understand why an event happened the way it did is the beginning of reflection. One searches the context within which the event occurred for explanations. One needs to consider underlying structures within the school that may be part of the event and examine deeply held values. One may find more questions than answers. Answer the questions in a way that makes sense to you. Reflection often stops here, but one needs to look more deeply. The search for meaning is step three.

3. What might it mean?

Reflection is a way to find meaning. It is only through reflection that we recognize we had choices, that we could have done something differently. Recognizing that there is no one answer is an important step. Explore possible meanings rather than determine the meaning. Understanding by itself does not create changes in classroom practice. The last step involves holding our practices to the light of those new understandings.

4. What are the implications of my practice?

Consider how your practice might change given any new understandings that have emerged from the earlier steps. What new insights have occurred? This is an entry into rethinking, changing practice and what we do with our students.

What is a Caption?

A caption is a statement attached to each document that:

- Describes what the document is
- Why it is evidence
- What it is evident of

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

What are Student Exhibits?

Provides evidence of growth and change and information on student progress related to the new practices and techniques being learned.

Unless specifically noted, DO NOT submit the student work assigned. SUBMIT the students' response to the lesson.



Kahua 1A - An Introduction to Culture-Based Instruction PDSC Portfolio Assessment Rubric

ELEMENTS	1 – No Credit	2 – Revision Needed	3 – Proficient	4 - Exemplary
Portfolio Requirements	Portfolio requirements are not complete and are limited in scope	Portfolio requirements are complete. Selected artifacts relate to goals, however, they do not clearly identify the growth and/or learning from the experience	Portfolio requirements have been completed. Steps included in the actions are logical and reasonable for goal achievement and demonstrate attention to local or national standards of practice	Portfolio requirements have been completed utilizing the process of: <ol style="list-style-type: none"> 1. What happened? 2. Why did it happen? 3. What might it mean? 4. What are the implications for my practice? The portfolio becomes an episode of learning
Quality	The portfolio has limited evidence that a change in teaching behaviors has occurred as a result of the PD activity The portfolio is an irrelevant collection of evidence that tells the reader nothing as to the impact of the PD activity	The portfolio reflects the development of effective teaching practice but may or may not cause change in the teacher's behavior	The portfolio captures the wisdom of practice that impacts student learning and the larger school/community environment	The portfolio clearly captures and portrays the growth, integration, and learning of the teacher to be able to cause student learning through the acquisition of: <ul style="list-style-type: none"> ▪ Knowledge ▪ Skills ▪ Disposition To increase the effectiveness of the teacher
Student/Learning Results	No evidence provided to show the impact of the professional development activity on student learning	Limited artifacts to indicate growth and the identification of learning standards	Changes in teaching practices and examination of student work offer greater insights into student learning	There is a clear focus on interpreting student results and making connections to teacher actions, instructional strategies, curriculum materials, etc.
Reflections Awareness: Becoming aware of their feelings and thoughts, of their teaching decisions, of the impact on student learning. Focus: Reviewing several teaching transactions in the classroom and finding meaning. Making sense through writing: Thinking is connected to writing. While the occurrences may be described in detail, the writing should also promote the meaning of that occurrence (looking below the surface, discerning patterns, finding significance for improvement in future decisions and actions.) Change in teacher behavior: Reflection leads to an insightful change in behavior	No reflections or analysis to show the impact of the professional development activity on teacher growth and student learning	Reflections reveal insights about student learning and teacher learning but may not always make clear connections between actions and results	Reflections reveal examination of multiple variables for outcomes Structured reflections reveal insights regarding student and teacher learning that are used to inform future practice	Reflections provide the participant an opportunity to summarize the documents in the portfolio and trace how the documents and the training activity have captured and portrayed growth, integration, and learning
Captions	No captions to show evidence of student and teacher learning	Contains captions but it does not explain how this documentation is evidence of learning (Sponsor does not have to make inferences about what this document in the portfolio is evidence of)	Captions provide opportunity to describe the context of teaching and provide evidence of the impact of the professional development activity to increasing student achievement.	Statements for each document in the portfolio describe what the document is, why it is evidence, and what is it evidence of Captions transform documents into evidence and assist teacher in articulating their thoughts regarding improvements in standards-based instruction
Professional Objectives or Goals as Stated in the Professional Development Activity Application	Goal and objectives are stated but it is not clear how the professional development impacted student learning	Professional development goals and objectives are stated but evidence of accomplishing the goals and objectives are weak.	Professional development goals and objectives are aligned to the professional development activities that will impact the professional growth of the teacher and impact student learning	Professional goals and objectives are based on a school-wide professional development plan that meets the professional development needs of all teachers (beginning and tenured) and develops teacher capacity to lead school initiatives



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Portfolio Checklist

q	Exhibit: Day 1 Document (ie handout, worksheet, powerpoint, article, notes, etc.)	6
q	Caption: Day 1 Document	7
q	Reflections on Day 1	8
q	Exhibit: Day 2 (ie handout, worksheet, powerpoint, article, notes, etc.)	9
q	Caption: Day 2 Document	10
q	Reflections on Day 2	11
q	Exhibit: Day 3 (ie handout, worksheet, powerpoint, article, notes, etc.)	12
q	Caption: Day 3 Document	13
q	Reflections on Day 3	14
q	Lesson Plan 1 (Relationships)	15
q	Caption & Reflection on Lesson Plan 1	16
q	(Exhibit) Lesson Plan 1 – Student Reflections	17
q	Caption & Reflection on Lesson 1 Student Reflections	18
q	Parent/Community Involvement Plan	19
q	Caption & Reflection – Parent/Community Involvement Plan	21
q	(Exhibit) Student Reflections on Parent/Community Involvement Activity	22
q	Caption & Reflection on Student Reflections on Parent/Community Involvement Activity	23
q	Lesson Plan 2 (Learning Styles)	24
q	Caption & Reflection on Lesson Plan 2	25
q	(Exhibit) Lesson Plan 2 – Student Reflections	26
q	Caption & Reflection on Lesson 2 Student Reflections	27
q	Culminating Reflection	28



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Insert

Exhibit: Day 1 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 1 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 1 Document. Explain why it is evidence and what it is evident of.



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Insert

Reflections on Day 1



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Insert

Exhibit: Day 2 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 2 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 2 Document. Explain why it is evidence and what it is evident of.



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Insert

Reflections on Day 2



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Insert

Exhibit: Day 3 Document

(handout, worksheet, powerpoint, article, etc.)



Kahua 1A - An Introduction to Culture-Based Instruction Caption for Day 3 Document

Captions transform documents into evidence. This evidence helps participants test if their efforts are consistent with their beliefs and intentions, and trace how their understanding and beliefs may have changed over time. It also provides the opportunity to describe the context of a teaching event - why this activity was appropriate in these circumstances at this time.

Captions need not be long or elaborate but must be explicitly defined.

Caption: Briefly describe your Day 3 Document. Explain why it is evidence and what it is evident of.



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Insert

Reflections on Day 3



An Introduction to Culture and Place-Based Instruction

Insert

Lesson Plan 1 - Relationships
(highlight the specific culture/place based
instructional strategies incorporated within the lesson plan)



An Introduction to Culture and Place-Based Instruction Teacher Caption and Reflection on Lesson Plan 1

Caption:

1. Briefly describe the context for developing this lesson plan.
2. Describe your lesson plan.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on the development of your lesson plan.

1. What insights have you gained from developing your lesson plan?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



KAHUA

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Lesson Plan 1 - Student Reflections

Attach a minimum of 5 Student Reflections

- ✿ Students reflect on your lesson in their own handwriting.
- ✿ Possible questions to ask students:
 - What did you like about the lesson?
 - Which activity did you like and why?
 - How did the activity help you learn?
 - How could this lesson be improved to help you learn better?



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Teacher Caption and Reflection on Lesson 1 Student Reflections

Caption:

1. Briefly describe the context for the student reflections.
2. Describe your student reflections.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your student reflections.

1. What insights have you gained from the student reflections?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



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Parent/Community Involvement Activity

What is the Activity?	Why should the audience do the activity?	How will you convey the message?
Where will the activity take place?	Activity Timeline & Procedures	What action or response do you want? (level of involvement)
How will students be involved?	How will you measure and document results of the activity?	Evaluation of activity.



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Examples of Parent/Community Involvement Activities

Involvement in School Governance

- School Advisory Board functioning with parental representation
- SCBM
- PTA

Volunteer Support

- Volunteer Listeners
- Classroom mother, father
- Parent volunteer in school building

Teacher and School Communication

- Welcome visit by staff to students' home
- School newsletter
- Class newsletter
- Good News Note, Success Cards
- Letter from teacher to parents
- Call from teacher to parents

School Activities

- School Fairs
- Fun Nights
- School Dinners
- Coffee Hours
- Back to School Night
- Parenting Skills Classes
- Parent Workshops
- Adult Literacy Program
- School-wide Parent Involvement Programs
- Recreation Programs for Parents
- Classes for Parents
- Help at Home Projects

Involvement in Curriculum

- Curriculum demonstration



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Parent/Community Involvement Plan - Student Reflections

Attach a minimum of 5 Student Reflections

- * Students reflect on your Parent/Community Involvement Activity own handwriting.
- * Possible questions to ask students:
 - o What did you like about the activity?
 - o How could this activity be improved?



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Insert

Lesson Plan #2 – Learning Styles
(highlight the specific culture/place based
instructional strategies incorporated within the lesson plan)



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Teacher Caption and Reflection on Lesson Plan 2

Caption:

1. Briefly describe the context for the lesson plan.
2. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your lesson plan.

1. What insights have you gained from developing your lesson plan?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



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Lesson Plan 2 - Student Reflections

Attach a minimum of 5 Student Reflections

- ✿ Students reflect on your lesson in their own handwriting.
- ✿ Possible questions to ask students:
 - What did you like about the lesson?
 - Which activity did you like and why?
 - How did the activity help you learn?
 - How could this lesson be improved to help you learn better?



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Teacher Caption and Reflection on Lesson 2 Student Reflections

Caption:

1. Briefly describe the context for the student reflections.
2. Describe your student reflections.
3. Explain why this exhibit is evidence of what was learned in the course.

Reflection: Reflect on your student reflections.

1. What insights have you gained from the student reflections?
2. How can these insights inform your practices as a teacher?
3. What implications do these insights hold for you?



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Culminating Reflection

Reflect on your experience taking this course.

- ✿ How have you applied/used what you learned?
- ✿ What aspects of this course have been the most helpful to you? Why?
- ✿ What did you gain from participating in cooperative learning activities/discussion and study groups with your peers?
- ✿ How is this course relevant to your district's/complex's SID?