

## *Alignment of Conceptual Framework/Dispositions with Assessment Structures*

CF	Teaching Portfolio	Greensboro College Clinical Evaluation Instrument (GCCEI)
Liberating Practices	<p>Student Philosophy Portfolio Standard #1 Content Pedagogy–Knowledge of Subject Matter</p> <p>Portfolio Standard #2 Student Development–Human Development and Learning</p> <p>Portfolio Standard #4 Multiple Instructional Strategies</p> <p>Portfolio Standard #5 Motivation and Management</p> <p>Portfolio Standard #6 Communication and Technology</p> <p>Portfolio Standard #7 Instructional Planning</p> <p>Portfolio Standard #8 Assessment</p>	<p><i>Section I. Content Pedagogy</i> Knowledge of subject, curriculum, pedagogy, resources, integration, alternatives</p> <p><i>Section II. Student Development</i> Knowledge of development, student needs, learning styles, academic skills, and ability, interests and heritage</p> <p><i>Section IV. Multiple Instructional Strategies</i> Prior learning links, relevant examples, appropriate questions, clear assignments, summarizes, resources support teaching</p> <p><i>Section VI. Motivation and Management</i> Time management, student behavior and management</p> <p><i>Section VII. Communication and Technology</i> Correct English, active listening, proficient writing, manage conflict, facilitate student communication, effective interaction, knows and uses technology, technology for assessment, technology for professional development, technology for communication, technology ethics</p> <p><i>Section V. Planning</i> STOs linked to NC SCOS or COS, prepares materials, uses evaluation information, sequences teaching, maintains records</p> <p><i>Section VIII. Assessment</i> Maintains standards, circulates in class, provides feedback, uses variety of assessments, uses variety of products, adjusts instruction, maintains progress records, manages documentation, communicates needs and progress</p>
Lifelong Learning	<p>Student Resume</p> <p>Student Philosophy Portfolio Standard #9 Reflective Practice – Professional Development</p> <p>Professional Commitment and Responsibility</p> <p>Portfolio Standard #10 School and Community Involvement Partnerships</p>	<p><i>Section IX. Personal and Professional Attributes</i> Punctual and reliable, good taste in grooming, understands diversity, committed to students, cooperative, student-centered, creative, original, flexible, understands improvement plan, leadership qualities</p> <p><i>Section X. Reflective Practice/Professional Growth</i> Accepts criticism, spends time preparing, realistic reflection, commitment of profession, professional development plan, evaluates actions, teaching is a priority, theory and research to improve teaching, commits to lifelong learning</p> <p><i>Section XI. School and Community</i> Non-instructional activities, adheres to rules and policies, communicates with community, participates in events, interacts with community, knows community resources, fosters relationships, contributes to school culture, communicates with parents, communicates with parents, encourages parent involvement</p>
Valuing Difference	<p>Student Philosophy Portfolio Standard #3 Diverse Learners–Individual Needs</p> <p>Portfolio Standard #4 Multiple Instructional Strategies</p> <p>Portfolio Standard #5 Motivation and Management</p> <p>Portfolio Standard #7 Instructional Planning</p> <p>Portfolio Standard #9 Reflective Practice – Professional Development</p> <p>Professional Commitment and Responsibility</p> <p>Portfolio Standard #10 School and Community Involvement Partnerships</p>	<p><i>Section I. Content Pedagogy</i> Knowledge of subject, curriculum, pedagogy, resources, integration, alternatives</p> <p><i>Section II. Student Development</i> Knowledge of development, student needs, learning styles, academic skills, and ability, interests and heritage</p> <p><i>Section III. Diverse Learners</i> Respect for learners of all races, cultures, and special needs, appropriate instructional activities, adapts strategies and resources, motivational techniques, modifies instruction, collaboration with parents, colleagues, and community</p> <p><i>Section IV. Multiple Instructional Strategies</i> Prior learning links, relevant examples, appropriate questions, clear assignments, summarizes, resources support teaching</p> <p><i>Section V. Planning</i> STOs linked to NC SCOS or OCS, prepares materials, uses evaluation information, sequences teaching, maintains records</p> <p><i>Section VI. Motivation and Management</i> Time management, student behavior and management</p> <p><i>Section VII. Communication and Technology</i> Correct English, active listening, proficient writing, manage conflict, facilitate student communication, effective interaction, knows and uses technology, technology for assessment, technology for professional development, technology for communication, technology ethics</p> <p><i>Section VIII. Assessment</i> Maintains standards, circulates in class, provides feedback, uses variety of assessments, uses variety of products, adjusts instruction, maintains progress records, manages documentation, communicates needs and progress</p>