

**Clarion University of Pennsylvania**

**Master of Education Degree**

**Candidate Professional Portfolio Defense**

**Overview and Description and Rubric**

## **The Professional Portfolio**

Portfolio assessment is one of the exit assessments available to Clarion University students who are candidates for the Master of Education degree program. Each candidate's portfolio will be used to support and document the candidate's achievement throughout the degree program of study. This professional portfolio will, in conjunction with the candidate's successful completion of required coursework, provide a basis for the Education Department's recommendation of the candidate for degree completion.

Candidates are encouraged to begin working on their Professional Portfolio early in their graduate program with periodic discussion with their academic advisor about the portfolio contents.

The Master of Education Professional Portfolio is based on candidates' documented evidence in five key component areas. These five component areas are aligned with the Five Core Propositions compiled by the National Board for Professional Teaching Standards.

Candidates at Clarion University seeking to complete a Professional Portfolio for the Master of Education degree are required to document their competency in each of the Five Key Component areas:

The Master of Education candidate:

1. Knows the subjects he/she teaches and how to teach those subjects to all students.
2. Commits to all students and their learning.
3. Manages and monitors student learning.
4. Systematically reflects about his/her practice and learns from experience.
5. Participates in learning communities.

Each of the Five Key Component areas is supported by **Elements** that elaborate the candidate's evidence of competency in each component area. Evidence may be in a wide variety of electronic formats including but not limited to word processing, graphic, audio, movie, portable document formats, html, and any other formats that support the candidate's evidence of competency.

## **Professional Portfolio Contents**

### General Organization

- Portfolio is developed in an electronic format.
- Portfolio is labeled with candidate name, program, and semester completion.
- Portfolio begins with a complete **Table of Contents** aligned to the Five Key Component areas and supporting Elements.
- Navigation among the sections of the portfolio flows and is intuitive. Good design principles are exhibited.
- Evidence is posted for each of the Five Key Component area that articulates the supporting Elements.

### Specific Organization

- Candidates have some flexibility in the specific organization of the evidence presented.
- Evidence provided for each of the Five Key Component Areas may include but are not limited to:
  - student work samples
  - lesson plans
  - curriculum designs,
  - video recordings
  - instructional materials
  - documentation of accomplishments outside the classroom such as interactions with families, community groups, and professional organizations.
- Candidates include some orienting context and a reflection on the evidence presented. It is important that details elaborating the use of analysis and reflection are evident in the candidate's practice. The reflective piece also gives the candidate an opportunity to illustrate specific accomplishments in professional practice and the implications for the students and future student learning.
- Navigation from the Key Component area to the supporting Elements should be smooth and intuitive.
- Navigation from the evidence for the supporting Elements back to the other Key Component areas should also be smooth and intuitive so that your reviewers are not getting lost in your materials.

## **The Professional Portfolio Five Key Components and Elements**

**Key Component #1:** The Master of Education candidate knows the subject he/she teaches and how to teach those subjects to all students.

### **Element**

- Knowledge of Content
- Interdisciplinary Approaches to Teaching Content
- Student Engagement
- Multiple Teaching Strategies
- Media and Technology Use
- Oral and Written Language

**Key Component #2:** The Master of Education candidate is committed to all students and their learning.

### **Element**

- Developmental Characteristics of students
- Teaching to Individual Learning Abilities
- Selection of Resources to Meet Range of Students' Needs
- Expectations for Learning and Achievement
- Positive Classroom Climate

**Key Component #3:** The Master of Education candidate is responsible for managing and monitoring student learning.

### **Elements**

- Formal/Informal Assessment Strategies
- Assessment Data Used in Lesson Planning
- Evaluation Criteria
- Expectations for Behavior
- Student motivation

**Key Component #4:** The Master of Education candidate systematically reflects about his/her practice and learns from experience.

### **Elements**

- Reflection on Teaching

- Professional Growth

**Key Component #5:** The Master of Education candidate is an effective leader within the learning communities.

### **Elements**

- Participation in School/District Events
- Participation/Presentation with Professional Organizations
- Community Resources
- Communication with Families
- Relationships with Colleagues

### **M.Ed. Professional Portfolio Defense Process**

1. Candidate secures the Portfolio Requirements and Scoring Rubric document from the Graduate/Center for Teaching Excellence website. (Note: Cohorts beginning in Fall 2009 must declare this option prior to the completion of nine credit hours of coursework). Portfolios are only reviewed in the Fall and Spring semesters. Portfolios are not reviewed during summer sessions.
2. Candidate must notify the Education Department's Graduate Coordinator or Center for Teaching Excellence via email (ldefibaugh@clarion.edu) of his/her intention to complete the portfolio requirement by Sept. 15 or Feb. 15. Candidate will have one month to develop the portfolio: each Fall from October 1-October 31 or each Spring from March 1-March 31 (candidate has the entire month to submit the portfolio)
3. Candidate posts the portfolio online at a hosting site of his/her choice. Portfolio content is to be based on the candidate's documented evidence in five key component areas: knowledge or content, commitment, managing and monitoring, reflection, and learning communities. (These five component areas are aligned with the five National Board for Professional Teaching standards).
4. Two graduate faculty members solicited from a pool of graduate faculty form a panel to review and evaluate the portfolio using the Professional Portfolio Review Rubric.
5. This defense period will take place the first three weeks in November or April. The candidate monitors his/her Clarion email daily during that time period to make timely responses to the panel.
6. The panel meets to discuss candidate performance and indicates a passing or failing evaluation of the portfolio defense in the grade book. The Graduate Coordinator will review

the gradebook . The Graduate Coordinator forwards the results to the Graduate Office and/or the Center for Teaching Excellence as soon as possible after the review.

7. Upon completion of passing marks, the Graduate Coordinator completes the university's official grade change/comprehensive exam form and notes the candidate's successful completion of the portfolio. The form, available in the Dean's Office, is submitted to 1) the Registrar's Office, and 2) the Office of Graduate Studies.

8. The Graduate coordinator and the Center for Teaching Excellence sends an official letter to candidates within 2-3 weeks after the portfolios have been reviewed. Unsuccessful candidates will be required to make arrangements with the Graduate coordinator to revise the portfolio by the next exit option review period. The faculty review panel will then reevaluate the portfolio.

#### **A Note to the Masters Degree Candidate about the portfolio contents**

You should become familiar with the rubrics prior to developing your portfolio and use them while designing your portfolio entries. These rubrics, which are derived from the NBTS Standards, should serve as your roadmap to success and also guide your understanding of how your panel of reviewers will holistically assess your portfolio during the portfolio defense.

There are three levels of gradation in the rubric: Outstanding, Proficient, and Needs More Development. Outstanding and Proficient evaluations will result in a passing review. Needs More Development will result in a failing review and the candidate will have another opportunity to take panel responses under consideration, revise the portfolio, and resubmit for another review. The resubmission will be at the joint discretion of the candidate and the portfolio advisor.

---

## Portfolio Rubric to be used by faculty reviewers

Candidate's Name \_\_\_\_\_

Date \_\_\_\_\_

Reviewer \_\_\_\_\_

Scores

| Key Component                     | Outstanding | Proficient | Needs more development | Pass (✓)    |
|-----------------------------------|-------------|------------|------------------------|-------------|
| <b>General Organization</b>       |             |            |                        |             |
| <b>#1 Knowledge</b>               |             |            |                        |             |
| <b>#2 Commitment</b>              |             |            |                        |             |
| <b>#3 Managing and Monitoring</b> |             |            |                        |             |
| <b>#4 Reflective</b>              |             |            |                        |             |
| <b>#5 Learning Communities</b>    |             |            |                        |             |
| <b>Overall Rating</b>             |             |            |                        | Pass / Fail |

*Passing requires an outstanding or proficient rating in each area.*

## General Organization

**Outstanding** performance in the General Organization category provides a clear and consistent framework for presenting evidence in the portfolio.

- Portfolio is developed in an electronic format.
- Portfolio is labeled with candidate name, program, and semester completion.
- Portfolio begins with a complete Table of Contents aligned to the Five Key Component areas and supporting Elements.
- Navigation among the sections of the portfolio flows and is intuitive. Excellent design principles are exhibited.
- Evidence is posted for each of the Five Key Component area that articulates the supporting Elements.

**Proficient** performance in the General Organization category provides a clear framework for presenting evidence in the portfolio.

- Portfolio is developed in an electronic format.
- Portfolio is labeled with candidate name, program, and semester completion.
- Portfolio begins with a Table of Contents aligned to the Five Key Component areas and supporting Elements.
- Navigation among the sections of the portfolio flows. Good design principles are exhibited.
- Evidence is posted for each of the Five Key Component area that articulates the supporting Elements.

**Needs More Development** performance in the General Organization category provides a limited framework for presenting evidence in the portfolio.

- Portfolio is developed in an electronic format.
- Portfolio is labeled with candidate name, program, and semester completion.
- Portfolio Table of Contents aligned to the Five Key Component areas and supporting Elements may have missing components or is incomplete.
- Navigation among the sections of the portfolio does not flow or is difficult to maneuver. Faulty or inconsistent design principles are exhibited.
- Evidence may be lacking for any of the Five Key Component area that articulates the supporting Elements.



## Key Component #1:

**Outstanding** performance in the Key Component #1 category provides clear, consistent, and convincing evidence that *the Master of Education candidate knows the subject he/she teaches and how to teach those subjects to all students.*

The candidate provides clear, consistent, and convincing evidence of:

- superior **Knowledge of Content** of the subject(s) taught.
- many **Interdisciplinary Approaches to Teaching Content** that span multiple curricular areas.
- many examples of appropriate, rich, and thought-provoking instructional resources fostering **Student Engagement** in learning important subject matter content.
- highly appropriate and varied examples of **Multiple Teaching Strategies** to support students' growth and achievement of instructional goals and objectives.
- highly appropriate and varied examples integrating **Media and Technology Use** to support students' growth and achievement of instructional goals and objectives.
- integrated reading, writing, listening, speaking, and/or viewing activities in **Oral and Written Language** that are connected to the learning goals, and that the instruction is sequenced and structured so that students can achieve those goals.

**Proficient** performance in the Key Component #1 category provides clear evidence that *the Master of Education candidate knows the subject he/she teaches and how to teach those subjects to all students.*

The candidate provides clear evidence of:

- **Knowledge of Content** of the subject(s) taught.
- **Interdisciplinary Approaches to Teaching Content** that span multiple curricular areas.
- instructional resources fostering **Student Engagement** in learning important subject matter content.
- **Multiple Teaching Strategies** to support students' growth and achievement of instructional goals and objectives.
- integrating **Media and Technology Use** to support students' growth and achievement of instructional goals and objectives.
- integrated reading, writing, listening, speaking, and/or viewing activities in **Oral and Written Language** that are connected to the learning goals, and that the instruction is sequenced and structured so that students can achieve those goals.

**Needs More Development** performance in the Key Component #1 category provides limited evidence that *the Master of Education candidate knows the subject he/she teaches and how to teach those subjects to all students.*

The candidate provides limited evidence of:

- **Knowledge of Content** of the subject(s) taught.
- **Interdisciplinary Approaches to Teaching Content** that span multiple curricular areas.
- instructional resources fostering **Student Engagement** in learning important subject matter content.
- **Multiple Teaching Strategies** to support students' growth and achievement of instructional goals and objectives.
- integrating **Media and Technology Use** to support students' growth and achievement of instructional goals and objectives.
- integrated reading, writing, listening, speaking, and/or viewing activities in **Oral and Written Language** that are connected to the learning goals, and that the instruction is sequenced and structured so that students can achieve those goals.

## Key Component #2:

**Outstanding** performance in the Key Component #2 category provides clear, consistent, and convincing evidence that *the Master of Education candidate is committed to all students and their learning.*

The candidate provides clear, consistent, and convincing evidence of:

- superior knowledge of the **Developmental Characteristics of Students** to understand their students' abilities, interests, aspirations, and values.
- **Teaching to Individual Learning Abilities** by having a thorough knowledge of students as individual learners and is able to accurately and thoughtfully describe and analyze student work in ways that recognize students' progress and offers means for students to build on their accomplishments.
- integrating detailed knowledge of students' backgrounds, needs, abilities, interests, content knowledge and external resources such as staff and community members in the **Selection of Resources to Meet Range of Students' Needs** that are developmentally appropriate, rich, and varied to support student learning.
- selecting high, worthwhile, and attainable goals in his or her **Expectations for Learning and Achievement** and in selecting instructional approaches that support those goals.
- establishing a caring, inclusive, stimulating, safe and **Positive Classroom Climate** where students can take intellectual risks, practice democracy, and work collaboratively and independently.

**Proficient** performance in the Key Component #2 category provides clear evidence that *the Master of Education candidate is committed to all students and their learning.*

The candidate provides clear evidence of:

- knowledge of the **Developmental Characteristics of Students** to understand their students' abilities, interests, aspirations, and values.
- **Teaching to Individual Learning Abilities** by having a knowledge of students as individual learners and is able to accurately and thoughtfully describe and analyze student work in ways that recognize students' progress and offers means for students to build on their accomplishments.
- integrating knowledge of students' backgrounds, needs, abilities, interests, content knowledge and external resources such as staff and community members in the **Selection of Resources to Meet Range of Students' Needs** that are developmentally appropriate, rich, and varied to support student learning.
- selecting high, worthwhile, and attainable goals in his or her **Expectations for Learning and Achievement** and in selecting instructional approaches that support those goals.
- establishing a caring, inclusive, stimulating, safe and **Positive Classroom Climate** where students can take intellectual risks, practice democracy, and work collaboratively and independently.

**Needs More Development** performance in the Key Component #2 category provides limited evidence that *the Master of Education candidate is committed to all students and their learning.*

The candidate provides limited evidence of:

- knowledge of the **Developmental Characteristics of Students** to understand their students' abilities, interests, aspirations, and values.
- **Teaching to Individual Learning Abilities** by having a knowledge of students as individual learners and is able to accurately and thoughtfully describe and analyze student work in ways that recognize students' progress and offers means for students to build on their accomplishments.
- integrating knowledge of students' backgrounds, needs, abilities, interests, content knowledge and external resources such as staff and community members in the **Selection of Resources to Meet Range of Students' Needs** that are developmentally appropriate, rich, and varied to support student learning.
- selecting high, worthwhile, and attainable goals in his or her **Expectations for Learning and Achievement** and in selecting instructional approaches that support those goals.
- establishing a caring, inclusive, stimulating, safe and **Positive Classroom Climate** where students can take intellectual risks, practice democracy, and work collaboratively and independently.

### Key Component #3:

**Outstanding** performance in the Key Component #3 category provides clear, consistent, and convincing evidence that *the Master of Education candidate is responsible for managing and monitoring student learning.*

The candidate provides clear, consistent, and convincing evidence of:

- superior knowledge of the strengths and weaknesses of different ongoing **Formal/Informal Assessment Strategies** used to gather information on student learning and development that inform instructional strategies, and encourage and assist students in monitoring their own learning.
- **Assessment Data Used in Lesson Planning** gathered on the progress of individuals and on the class as a whole that allows for evaluation of the relative success of instructional strategies and serves as a guide for improving practice.
- explicit **Evaluation Criteria** that considers the specific needs of all students. A wide variety of evaluation tools are carefully matched to students' developmental levels and to the particular attributes being assessed. Alternative assessments are used when appropriate including journals, portfolios, demonstrations, exhibitions, oral presentations, and videos.
- high **Expectations for Behavior** help students to be responsible people who demonstrate that they care about and respect themselves, their fellow human beings, and the world at large and make it a point to provide consistent recognition for a wide variety of student accomplishments and positive behaviors. When disciplinary action is necessary, action is delivered promptly, equitably, and in a manner that is not embarrassing and explains what prompted the disciplinary action.
- cultivating interesting students' lives, ideas, and activities and dignifying students' efforts in the classroom foster **Student Motivation**. Students feel welcomed, valued, and respected in ways that enable them to experience success. These actions foster students' beliefs that they can succeed in school and that they have a role and purpose in the classroom.

**Proficient** performance in the Key Component #3 category provides clear evidence *the Master of Education candidate is responsible for managing and monitoring student learning.*

The candidate provides clear evidence of:

- knowledge of the strengths and weaknesses of different ongoing **Formal/Informal Assessment Strategies** used to gather information on student learning and development that inform instructional strategies, and encourage and assist students in monitoring their own learning.
- **Assessment Data Used in Lesson Planning** gathered on the progress of individuals and on the class as a whole that allows for evaluation of the relative success of instructional strategies and serves as a guide for improving practice.
- **Evaluation Criteria** that considers the specific needs of all students. A wide variety of evaluation tools are carefully matched to students' developmental levels and to the particular attributes being assessed. Alternative assessments are used when appropriate including journals, portfolios, demonstrations, exhibitions, oral presentations, and videos.

- **Expectations for Behavior** help students to be responsible people who demonstrate that they care about and respect themselves, their fellow human beings, and the world at large and make it a point to provide consistent recognition for a wide variety of student accomplishments and positive behaviors. When disciplinary action is necessary, action is delivered promptly, equitably, and in a manner that is not embarrassing and explains what prompted the disciplinary action.
- cultivating interest in students' lives, ideas, and activities and dignifying students' efforts in the classroom foster **Student Motivation**. Students feel welcomed, valued, and respected in ways that enable them to experience success. These actions foster students' beliefs that they can succeed in school and that they have a role and purpose in the classroom.

**Needs More Development** performance in the Key Component #3 category provides limited evidence *the Master of Education candidate is responsible for managing and monitoring student learning.*

The candidate provides limited evidence of:

- knowledge of the strengths and weaknesses of different ongoing **Formal/Informal Assessment Strategies** used to gather information on student learning and development that inform instructional strategies, and encourage and assist students in monitoring their own learning.
- **Assessment Data Used in Lesson Planning** gathered on the progress of individuals and on the class as a whole that allows for evaluation of the relative success of instructional strategies and serves as a guide for improving practice.
- **Evaluation Criteria** that considers the specific needs of all students. A wide variety of evaluation tools are carefully matched to students' developmental levels and to the particular attributes being assessed. Alternative assessments are used when appropriate including journals, portfolios, demonstrations, exhibitions, oral presentations, and videos.
- **Expectations for Behavior** help students to be responsible people who demonstrate that they care about and respect themselves, their fellow human beings, and the world at large and make it a point to provide consistent recognition for a wide variety of student accomplishments and positive behaviors. When disciplinary action is necessary, action is delivered promptly, equitably, and in a manner that is not embarrassing and explains what prompted the disciplinary action.
- cultivating interest in students' lives, ideas, and activities and dignifying students' efforts in the classroom foster **Student Motivation**. Students feel welcomed, valued, and respected in ways that enable them to experience success. These actions foster students' beliefs that they can succeed in school and that they have a role and purpose in the classroom.

## Key Component #4:

**Outstanding** performance in the Key Component #4 category provides clear, consistent, and convincing evidence that *the Master of Education candidate systematically reflects about his/her practice and learns from experience.*

The candidate provides clear, consistent, and convincing evidence of:

- deliberate and regular analysis, evaluation, and **Reflection on Teaching** that strengthens the effectiveness and quality of professional practice. Data is collected from a variety of sources including pupil-parent-teacher conferences, parent-teacher conferences, informal conversations with parents and other family members, colleagues, and administrators.
- staying abreast of developments in the profession through research, reading, study, and collaboration with colleagues. Analyzing the relative merits of teaching practices deemed accomplished, and judging the appropriateness of these practices for ongoing **Professional Growth** mark openness to change and innovation.

**Proficient** performance in the Key Component #4 category provides clear evidence *the Master of Education candidate systematically reflects about his/her practice and learns from experience.*

The candidate provides clear evidence of:

- deliberate analysis, evaluation, and **Reflection on Teaching** that strengthens the effectiveness and quality of professional practice. Data is collected from a variety of sources including pupil-parent-teacher conferences, parent-teacher conferences, informal conversations with parents and other family members, colleagues, and administrators.
- staying abreast of developments in the profession through research, reading, study, and collaboration with colleagues. Analyzing the relative merits of teaching practices deemed accomplished, and judging the appropriateness of these practices for ongoing **Professional Growth** mark openness to change and innovation.

**Needs More Development** performance in the Key Component #4 category provides limited evidence *the Master of Education candidate systematically reflects about his/her practice and learns from experience.*

The candidate provides limited evidence of:

- deliberate analysis, evaluation, and **Reflection on Teaching** that strengthens the effectiveness and quality of professional practice. Data is collected from a variety of sources including pupil-parent-teacher conferences, parent-teacher conferences, informal conversations with parents and other family members, colleagues, and administrators.
- staying abreast of developments in the profession through research, reading, study, and collaboration with colleagues. Analyzing the relative merits of teaching practices deemed accomplished, and judging the appropriateness of these practices for ongoing **Professional Growth** mark openness to change and innovation.

## Key Component #5:

**Outstanding** performance in the Key Component #5 category provides clear, consistent, and convincing evidence that *the Master of Education candidate is an effective leader within their learning communities.*

The candidate provides clear, consistent, and convincing evidence of:

- providing **leadership** and expertise in their **Participation in School/District Events** by contributing to the review, revision, or redesign of curriculum guidelines; participating effectively on school committees and projects with other educators to improve school policies, organization, or procedures that influence the overall educational experience for students.
- providing **leadership** and information to the profession in their **Participation/Presentation with Professional Organizations** by making presentations at professional meetings; contributing to professional magazines and journals; or serving as members of education policy committees or councils.
- utilizing local **Community Resources** as an extension of the school and the classroom, and recognizing the importance of students' valuing and using community resources by actively recruiting and involving families and other community members, agencies, universities, and businesses as partners in the school program. Local cultural, economic, and physical resources (e.g., the local ecosystem) are employed to enrich the curriculum and enhance student learning and development.
- initiating positive, interactive **Communication with Families** as they participate in the education of their children, striving to create a partnership where the families feel included in the school community. This relationship is valued as a critical influence on children's development and their attitudes toward learning and school.
- skill in working harmoniously with colleagues, actively influencing professional norms in their **Relationships with Colleagues** by encouraging an attitude of experimentation and collaboration, and skillfully coordinating with counselors and resource teachers. Service as peer coaches, mentors to student teachers and interns, invitation to colleagues to observe their work and observing the work of their colleagues as a way to strengthen instructional strategies and designing and implementing new programs for deeper interdisciplinary understandings.

**Proficient** performance in the Key Component #5 category provides clear evidence that *the Master of Education candidate is an effective leader within their learning communities.*

The candidate provides clear evidence of:

- providing **leadership** and expertise in their **Participation in School/District Events** by contributing to the review, revision, or redesign of curriculum guidelines; participating effectively on school committees and projects with other educators to improve school policies, organization, or procedures that influence the overall educational experience for students.
- providing **leadership** and information to the profession in their **Participation/Presentation with Professional Organizations** by making presentations at professional meetings; contributing to professional magazines and journals; or serving as members of education policy committees or councils.

- utilizing local **Community Resources** as an extension of the school and the classroom, and recognizing the importance of students' valuing and using community resources by actively recruiting and involving families and other community members, agencies, universities, and businesses as partners in the school program. Local cultural, economic, and physical resources (e.g., the local ecosystem) are employed to enrich the curriculum and enhance student learning and development.
- initiating positive, interactive **Communication with Families** as they participate in the education of their children, striving to create a partnership where the families feel included in the school community. This relationship is valued as a critical influence on children's development and their attitudes toward learning and school.
- skill in working harmoniously with colleagues, actively influencing professional norms in their **Relationships with Colleagues** by encouraging an attitude of experimentation and collaboration, and skillfully coordinating with counselors and resource teachers. Service as peer coaches, mentors to student teachers and interns, invitation to colleagues to observe their work and observing the work of their colleagues as a way to strengthen instructional strategies and designing and implementing new programs for deeper interdisciplinary understandings.

**Needs More Development** performance in the Key Component #5 category provides limited evidence that *the Master of Education candidate is an effective leader within their learning communities.*

The candidate provides limited evidence of:

- providing **leadership** and expertise in their **Participation in School/District Events** by contributing to the review, revision, or redesign of curriculum guidelines; participating effectively on school committees and projects with other educators to improve school policies, organization, or procedures that influence the overall educational experience for students.
- providing **leadership** and information to the profession in their **Participation/Presentation with Professional Organizations** by making presentations at professional meetings; contributing to professional magazines and journals; or serving as members of education policy committees or councils.
- utilizing local **Community Resources** as an extension of the school and the classroom, and recognizing the importance of students' valuing and using community resources by actively recruiting and involving families and other community members, agencies, universities, and businesses as partners in the school program. Local cultural, economic, and physical resources (e.g., the local ecosystem) are employed to enrich the curriculum and enhance student learning and development.
- initiating positive, interactive **Communication with Families** as they participate in the education of their children, striving to create a partnership where the families feel included in the school community. This relationship is valued as a critical influence on children's development and their attitudes toward learning and school.
- skill in working harmoniously with colleagues, actively influencing professional norms in their **Relationships with Colleagues** by encouraging an attitude of experimentation and collaboration, and skillfully coordinating with counselors and resource teachers. Service as peer coaches, mentors to student teachers and interns, invitation to colleagues to observe their work and observing the work of their colleagues as a way to strengthen instructional strategies and designing and implementing new programs for deeper interdisciplinary understandings.