

Lesson for Meeting Five: Monday, May 2, Meeting Time: 5:00-6:30 p.m., Alumni Room

- Reading: BEST materials—handed out in previous class.
- Assignments: Bring in your portfolio materials.
- Class Activities: Portfolio questions session. Course evaluations.

I Debriefing (30 min)

- A. Use the paper web to create a set of questions.
- B. Make sure everyone signs name.
- C. Have them answer each other's questions.
- D. Take a few questions on at the end.

II BEST Portfolio Review (20-30 min)

- A. Review of Materials Journal Prompt: After looking at the BEST rubrics and a sample of the sort of reflection that you will be obliged to do, what do you see as the challenges that you, personally, will face in completing and passing your BEST Portfolio?
- B. Do this, then run a QandA session on the BEST Portfolio System.
- C. Give them the URL for the BEST site: <http://www.state.ct.us/sde/dtl/t-a/index.htm>. And <http://www.ctbest.org/>

D. Notes:

- a. **What is the BEST portfolio assessment?** Teachers document, a unit of instruction (usually 5-8 hours of instruction) conducted with one class. It includes (a) teacher lesson logs, (b) videotaped segments of teaching (usually two 20-minute segments), (c) the work of 2 students in the class, and (d) reflective commentaries on the teaching and learning that took place during the unit.
- b. Only 13% of people score in the 1 range as of 2002-2003. **13% in English.**
- c. **SCSU produces about 15% of the new teachers annually**—the highest rate in the state.
- d. Anecdotally: **No one in our program, in four years, has failed the BEST Portfolio.**
- e. SUMMARY OF REPORT AND POLICY IMPLICATIONS
 - i. Major Finding: **Only 1.5 percent of beginning teachers failed to meet the performance standard after their third year in the BEST Program.**
 - ii. Major Finding: **Beginning teachers in priority districts do not perform as well in the portfolio assessment as those beginning teachers in the more affluent districts.** Policy Implications: More study and analyses are needed to explain the causes for this.
 - iii. **Major Finding: Beginning Teachers also receive support from other individuals, and report relatively high levels of satisfaction.** Policy Implications: More training in the portfolio process needs to be provided to building administrators, as fewer than half of beginning teachers sought help from principals and department chairs.
 - iv. Major Finding: **More than 90 percent on average of beginning teachers report that the portfolio afforded them the opportunity to demonstrate their ability to design and implement instruction and assess their students' learning; however, only 75 percent indicated that the portfolio demonstrates their ability to manage their classroom.**

III Course Evaluations (20 min)

IV Go over the portfolios, handout the application for certification, and Give out **CCSAR** Survey for them to complete for “homework” (10 min)