Teaching Portfolio Rationales

Why are we creating rationales?

- To earn a CTE teacher’s license, the Hawai`i Teacher Standards Board (HTSB) requires all candidates to demonstrate his/her proficiency and growth in each of the ten HTSB state teaching standards. To meet this requirement, the Alternative Certification Program requires a Teaching Portfolio with 2 artifacts and rationales for each standard (20 in total) to be completed by the end of the program.

To make this task more manageable, the Alt Cert Program has built in each course an “evaluation and reflection” week at the end of each of the five Modules. During this week you will select a teaching artifact from one of the course assignments you just completed and connect it to one of the HTSB Standards that the Module represents.

- Please do not use the exact same teaching artifact and rationale for multiple courses. However, you can use different parts of the same large assignment (e.g., unit/lesson plans) because each part can represent a different HTSB standard.

- To help you choose course assignments that were specifically designed to represent a particular standard, click here for the Alternative Certification Program Overview. Please note that it is your responsibility to ensure that your Teaching Portfolio has at least two teaching artifacts with rationales for each HTSB Standard by the end of the program.

How do you create a rationale?

- Create a rationale that demonstrates evidence of your proficiency and growth for a particular HTSB teaching sub-standard by addressing the three parts below:

  - Part I: Describe a teaching artifact that represents the overall HTSB standard.
  - Part II: Connect the teaching artifact to a sub-standard and assess your proficiency.
  - Part III: Improve your proficiency for the HTSB standard.

Plan ahead: You have 1 week to complete this assignment
Submission: Submit to Laulima Assignments an artifact/rationale for each course taken
Video Instruction: Click here if you need instructor to talk you through the assignment
Alternative Approaches: Click here to read about alternative ways to complete rationales
How is the rationale graded?

- An “A” rationale will have the following criteria: [Click here for the overall scoring rubric](#)
  
  - Part I
    - You clearly state standard, teaching artifact, and course name.
    - You provide an accurate description of the teaching artifact.
    - You provide a sufficient description of the teaching artifact results.
  
  - Part II
    - You identify at least one appropriate sub-standard & include the entire language.
    - You clearly connect the language of the sub-standard to the teaching artifact.
    - You clearly state your proficiency level for the sub-standard.
    - You provide appropriate evidence that supports your self-assessment.
  
  - Part III
    - You identify an appropriate sub-standard and clearly state a desired improvement.
    - You describe at least two appropriate research findings with viable resources.
    - You describe/demonstrate a specific example how you plan to improve.

What does an “A” rationale look like?

PLEASE USE EXAMPLES ONLY AS A GUIDE AND DO NOT COPY DIRECTLY INTO YOUR OWN WORK!

- Example #1 – Rationale (no comments)
- Example #1 - Rationale (with embedded instructor comments)

Extended Assignment Instructions & Comments

**Part I: Describe a teaching artifact that represents the overall HTSB standard.**

1. Select an appropriate teaching artifact that you feel best provides evidence of a particular standard overall for the Module you just completed. [Click here for the Alternative Certification Program Overview](#) to view possible ED course assessments.

2. Describe the teaching artifact by including the following information:

   - HTSB Overall Standard: (e.g., Standard 1: Learner Development)
   - Teaching Artifact: (e.g., Case Study: Development Assignment)
   - Course: (e.g., Educational Psychology, ED 295A -Practicum I)
   - Teaching Artifact Description: A brief description of the artifact itself (pretend the reader does not have any idea of the details of the assignment) – use assignment description from course
   - Teaching Artifact Results: A brief description of what YOU specifically did in your artifact. Include specific details if appropriate.
Part 2: Connect the teaching artifact to a sub-standard and assess your proficiency.

Connect to Sub-Standard

1. Review the Alternative Certification Program Overview again and note that there are several sub-standards that your teaching artifact represents. These sub-standards are the same sub-standards found on the CTE Candidate Assessment Form that is used to assess your proficiency on the standards.

2. Select ONE of those sub-standards that you think your teaching artifact provides excellent evidence for:
   - For example, the ED 289: Case Study: Unit/Lesson–Standards course assessment for Module 2 is represented by sub-standards 7.1, 7.2, 5.1, 7.5, 7.9, 6.3, 7.10, and 1.1b
   - Choose ONE of these sub-standards that you think best represents your teaching artifact and reflects the current Module.
     - Don’t choose sub-standards that don’t match HTSB Standard number!
     - Although sub-standards 5.1 and 1.1b are placed under Standard 7 or 6 because they support the Module, don’t choose these sub-standards because they don’t directly represent the standard number of 7 & 6.
   - So, you might choose sub-standard 7.1 because you think the ED 289: Case Study: Unit/Lesson–Standards Assignment really demonstrates that you can identify measurable and meaningful learning objectives in a unit plan or lesson.

2. Copy the sub-standard language with the # (e.g., 7.1) and paste it directly at the top of part 2. Include the Central Concept as part of the language.

3. Connect the sub-standard language you just pasted to the teaching artifact by selecting a portion of the standard language that represents what you did in the assignment.

Assess Your Proficiency

4. Self-assess your proficiency level of the sub-standard chosen. Use the course assignment rubric criteria and rating scale as your guide.

4 - Candidate ALWAYS does this as a teacher or scores 90% or above (Exceeds Proficiency)
3 - Candidate MOSTLY does this as a teacher or scores 89 – 70% (Meets Proficiency)
2 - Candidate SOMETIMES does this as a teacher or scores 69-60% (Developing Proficiency)
1 - Candidate RARELY/NEVER does this as a teacher or scores 59% -0 (Below Proficiency)
NA - NOT ATTEMPTED - Candidate did not have the opportunity to do this.
NS - NOT SURE - Question is confusing, ambiguous, or difficult to rate.
5. Describe and provide evidence that supports self-assessment of sub-standard proficiency (include student samples/data where appropriate).

6. Repeat steps 1-6 if another sub-standard is chosen (e.g., 7.2, 7.5, 7.9, 6.3, 7.10). Remember that with each connection to the sub-standards it provides more evidence that you have “met proficiency” overall of that HTSB standard.

**Part 3: Improve your proficiency for the HTSB Standard**

- Depending on the course, discuss with your instructor, university supervisor, or cooperating teacher and select any sub-standards in which you want to improve for the Module you just completed.
  - You could focus on a sub-standard rubric or rating grade that scored below “met proficiency”

- Use the [Alternative Certification Program Overview](#) again, select your sub-standard and copy and paste the entire sub-standard into Part III. It could be the same sub-standard you just did in part 2, or a completely different one that you want to improve in.

- State specifically what you intend to improve.

- Research at least two resources on how to improve that proficiency and present findings.
  - Resources can be conversations with colleagues, websites, artifacts, and videos.

- Describe or demonstrate how you plan to implement your findings in order to improve that proficiency. BE SPECIFIC!