Professional Teaching Portfolio Template 2026-2027

Professional Teaching Portfolio Template

Segment I: Context for Learning

Knowledge of Students and the Instructional Setting

1. Community Context Analysis:

1.1 Describe the school's community (e.g., neighborhood, town, city, or district), including:

- Demographic characteristics (e.g., population size, racial/ethnic makeup, SES, language)
- Classification of community (rural, suburban, or urban) and its impact on schooling

1.2 Describe the assets and challenges most commonly experienced by members of this community.

- Assets may include local businesses, cultural centers, family involvement, active non-profit organizations, community partnerships, etc.
- Challenges may include poverty rates, housing instability, lack of resources, etc.

Response for Question 1:

1.1 1.2

2. School Context Analysis:

2.1 Describe the characteristics that define your school's identity, including:

- Type of school (e.g., public, charter, private)
- School size (enrollment)
- Demographics (race/ethnicity, SES, languages spoken)
- Other unique characteristics (e.g., grade levels, age of school, specialized programs, curriculum models)

2.2 What role does the school play in the community?

2.3 What are the school's assets and challenges?

Response for Question 2:

2.1 2.2

3. Classroom Context Analysis:

3.1 Describe the makeup of your classroom and consider how it influences your planning and instruction. Answer the question, *Who are your students?*

- Class size and gender distribution
- Linguistic and ethnic diversity
- Exceptionalities (e.g., IEPs, 504 plans, advanced learners)
- Socio-economic factors (e.g., access to resources, free/reduced lunch)

3.2 Identify both potential barriers (e.g., language, behavior, technology access, trauma, attendance) and supports (e.g., paraprofessionals, SEL programs, assistive tech, family engagement) for student learning in your classroom.

Response for Question 3:

3.1 3.2

4. Learner Contextual Information:

To illustrate your knowledge of the learners, fill in the Learner Contextual Chart in the Segment I template. Font size should be consistent, 8-10 pt.

Select **four** individual students from your classroom. For each student, provide a specific, respectful, and confidential description that includes the following components:

Students (pseudonyms or initials)

Student Strengths: Identify 1 or 2 student strengths (i.e., academic, cognitive, physical, social, or emotional).
Student Needs: Identify 1 or 2 student needs (e.g., reading support, math enrichment, ELL, preferential seating, regular check-ins).
Student Interests or Preferences: Identify 1 or 2 student interests or preferences (academic or non-academic). (Think: What motivates the learner?)
Academic Skill Needing Enrichment, Support, or Practice: Identify a targeted academic skill in which the student regularly receives enrichment, support, or additional practice.
Evidence-Based Enrichment or Support Strategy (targeted to the identified skill): List the strategy/ies that regularly support the learner in developing the identified academic skill.
Strategy Frequency (e.g., daily, weekly, as needed): List the frequency in which the evidence-based strategy is used.

Learner Contextual Chart

Students (coded, no names)	Areas of Individuality				Evidence-Based Enrichment or Support Strategy	Strategy Frequency
	Student Strengths	Student Needs	Student Interest(s) or Preference(s)	Academic Skill Needing Enrichment, Support or Practice		
Sample 4th Grade Student	*Advanced reader; clear communicator ; classroom leader*	*Preferential seating (hard of hearing); use of math manipulatives*	*Collaborative tasks; hands-on learning*	*Math: needs additional practice and ongoing spiral review for fractions concepts*	*Small group with direct instruction; use multiple visual representations to support conceptual understanding*	*Small group math review lessons (20 min.) 3x week*
Student A						
Student B						
Student C						
Student D						

Segment II: Planning

Planning Effective Teaching for a Cohesive Learning Segment

5. Learning Segment Overview

Submit a complete planning overview for a 3–5 lesson sequence (learning segment). Your overview should clearly include:

- Standards (aligned to state or national content standards)
- Learning Objectives (specific and measurable)
- Instructional Strategies (key methods used to deliver instruction)
- Assessments (formal or informal, aligned to objectives)
- Linked Lesson Plans (brief descriptions or hyperlinks to full lessons)

Unit Title, Theme, or Topic:			
State-Adopted Content Standard(s):			
Is the candidate using a school-provided scripted curriculum for this learning segment? (Check YES or NO) ☐ YES ☐ NO			
	Learning Objectives	Instructional Strategies	Assessments
Lesson 1			
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			

After developing your lesson segment overview, write the lesson plans. Hyperlink the lesson plans as **separate** documents. (These are used for review but not scored). Each lesson must include intentional instruction; do not use a lesson solely for review or solely for assessment.

Then, answer the following questions in the Segment II template to illustrate your ability to design well-rounded lessons as part of a learning segment with sound pedagogical knowledge and skills.

6. Reflective Analysis: Impact of Context on Planning

Synthesize what you learned from the context analyses (Segment I). Specifically explain how academic, linguistic, and cultural factors will influence your instructional planning and implementation.

Response for Question 6:

7. Universal Design for Learning (UDL) Application

Describe how you will apply UDL principles to differentiate and scaffold instruction for your students. For each guideline (Engagement, Representation, Action & Expression), include specific strategies that are aligned to student needs and explain how they promote access, equity, and engagement for your diverse learners. Include specific strategies under each of the following UDL guidelines:

7.1 Engagement – Welcoming Interests & Identities, Sustaining Effort & Persistence, and Emotional Capacity

7.2 Representation – Perception, Language & Symbols, and Building Knowledge

7.3 Action & Expression – Interaction, Expression & Communication, and Strategy Development

Response for Question 7:

7.1 7.2 7.3

8. Assessment Package Alignment and Differentiation

Fill in the tables and describe how both formative and summative assessments align with the content standards and learning objectives across your learning segment. Address the following:

- Do the assessments measure all lesson goals/objectives?
- What criteria will you use to evaluate student performance (e.g., rubrics, checklists, success criteria)?
- How will you modify or adapt assessments for students with specialized needs (e.g., IEP, EL, 504)?

Responses for Question 8:

Lesson #1 Objective(s):
Criteria (How is proficiency and mastery being measured?):
Assessment Description & Hyperlink:
Modifications or **Adaptations:**

Lesson #2 Objective(s):
Criteria (How is proficiency and mastery being measured?):
Assessment Description & Hyperlink:
Modifications or **Adaptations:**

Lesson #3 Objective(s):
Criteria (How is proficiency and mastery being measured?):
Assessment Description & Hyperlink:
Modifications or **Adaptations:**

Lesson #4 Objective(s):
Criteria (How is proficiency and mastery being measured?):
Assessment Description & Hyperlink:
Modifications or **Adaptations:**

Lesson #5 Objective(s):
Criteria (How is proficiency and mastery being measured?):

Assessment Description & Hyperlink:
Modifications or **Adaptations:**

9. Academic Literacy Integration

In each lesson, describe how students will read, write, speak, or listen using discipline-specific vocabulary. Explain how these activities support students in building understanding and communicating ideas in authentic, content-rich ways.

Response for Question 9:

10. Prior Learning Data Analysis

What prior learning data will you use to determine students' pre-instructional level of knowledge and/or skills for the content standard(s)? Describe or hyperlink a blank pre-assessment that shows how pre-instructional knowledge was measured.

10.1 Provide a graphic (if appropriate to your content) to summarize the data.

10.2 Explain what the data reveals about student strengths and needs in relation to each learning objective, and how it will inform your planning.

10.3 Explain how the data will inform your instructional planning and support.

Response for Question 10:

Pre-assessment description or hyperlink: 10.1 10.2 10.3

11. Justification of Instructional Strategies

Explain and justify the instructional strategies you selected for each lesson in your learning segment. Your justification should reflect familiarity with a wide range of effective pedagogical approaches in your subject area.

Response for Question 11:

Before moving on to writing commentaries for Segment III, teach the lessons discussed above and assess your learners. Your university supervisor **must** observe at least one of the lessons.

Segment III: Instruction

Teaching and Reflecting on Instruction

Candidates will be observed during one of their portfolio lessons. Prior to the post observation conversation with the University Supervisor, candidates will complete Question 12 (Lesson Reflection) of Segment III.

During the post observation conversation with the University Supervisor, candidates are required to audio or video record the debriefing session and upload to the Segment III Instruction Folder. This recording should be hyperlinked within the narrative. Then, respond to Question 13.

12. Lesson Reflection

Reflect on the lesson you taught. Your response should include:

12.1 What went well and why? Provide specific examples from the lesson.

12.2 How were students engaged? Describe when and why engagement was strong or weak.

12.3 How would you revise or improve the lesson to better meet student needs? Justify changes using lesson evidence.

Response for Question 12:

12.1

12.2

12.3

13. Supervisor Feedback Reflection

After your post-observation conference with your university supervisor, answer the following:

13.1 Identify specific areas of success discussed and explain why these were considered effective.

13.2 Identify specific areas for growth based on feedback. Describe how you will apply this feedback to your next lesson or your overall teaching practice.

Response for Question 13:

13.1

13.2

Segment IV: Learning Analysis

Understanding Student Learning Patterns

14. Assessment Data Sheet

From your learning segment, choose *one* lesson, and compile your students' learning data from that lesson's assessment in your class on the following data sheet.

14.1 Create a hyperlink to your chosen assessment and add it to the data sheet below 14.2.

14.2 Complete the data sheet that includes raw student performance data for one selected assessment. Clearly indicate:

- **Lesson Number:** Identify the lesson plan that correlates with the lesson assessment in the chart.
- **Lesson Objectives:** Identify the objective(s) from that lesson that was assessed.
- **Assessment Description/Hyperlink:** Include a hyperlink to a blank assessment or describe the type of assessment that was used
- **Proficiency/Mastery Criteria:** Describe how proficiency/mastery of the objectives was measured
- **List the students** who were assessed, **each student's assessment data** (e.g., scores, rubric levels, percentages), and if they **MET or DID NOT MEET** the proficiency/mastery criteria

Class Assessment Data Sheet		
Lesson Number		
Lesson Objective		
Assessment Description and Hyperlink		
Proficiency/Mastery Criteria		
Students (coded, no names)	**Assessment Data**	State whether each student **Met** or **Did Not Meet** the objective(s) based on the assessment data
Sample 4th Grader	35/45 items correct	Met

Delete or insert more rows if necessary.

15. Whole Class Data Analysis

Using the whole group assessment data from your selected lesson:

15.1 Provide a graphic (chart or table) that clearly presents the data.

15.2 Write a narrative summary of student learning for the entire class. Identify what students did right *and* wrong.

- Analyze patterns in learning using both quantitative data (e.g., scores, completion rates) and qualitative data (e.g., student work samples, misconceptions, observable behaviors).
- Connect the data analysis to the learning goals for the unit.

Response for Question 15:

15.1 (Insert graphic)

15.2

16. Subgroup Data Analysis

16.1 Select two student subgroups (e.g., English learners, students with IEPs, reading levels, cultural/linguistic backgrounds, etc.).

16.2 Using the assessment data collected from your selected lesson, provide graphics (charts or tables) summarizing student learning for each subgroup.

16.3 Then, summarize what students in each subgroup did well and struggled with.

- Analyze patterns of learning using both quantitative and qualitative data
- Explain how the data relates to the unit learning goals

Response for Question 16:

16.1

16.2 (Insert graphics)

16.3

17. Spotlight Student Analysis

Select two spotlight students and use their work samples to:

17.1 Conduct an item-level analysis of their performance (e.g., table or chart showing responses, scores, rubric levels, or areas of strength/need).

Students (coded, no names)	Question or Assessment Criteria 1	Question or Assessment Criteria 2	Question or Assessment Criteria 3	Total Score (if applicable)
Example 4th Grader	*The first ten questions focused on recall of key information about the Civil War*	*The two maps required an understanding of population centers and resources*	*The three short answer essay questions required critical thinking about the effects of the war and the political power struggle leading to war*	*75*
Student A				
Student B				

17.2 Provide a narrative summary for each student that explains:

- What the student did right and wrong
- How their work demonstrates patterns of learning (quantitative and qualitative)
- The connection to lesson segment outcomes and growth toward standards

Response for Question 17.2:

18. Descriptive Feedback and Application

Provide the specific, descriptive feedback that you gave to each of your two spotlight students based on their individual work and learning goals.

18.1 Include a hyperlinked list or notes, or actual student work sample containing the feedback.

18.2 In a narrative, explain how and when students will be given the opportunity to apply this feedback to improve their learning.

18.3 Address how you ensure the students understand and can use the feedback effectively.

Response for Question 18:

18.1

18.2

18.3

19. Instructional Next Steps Based on Learning Analysis

Based on your analysis of student learning data, describe the next steps you will take in instruction that address the learning patterns you identified.

Focus on specific content or skills that students have not yet mastered, and explain how your instructional response will support individuals and/or groups in moving forward.

Response for Question 19:

Segment V: Reflection

Evaluating Progress in the Process

20. Final Reflection on Student and Educator Growth

Use specific examples from your teaching, student learning outcomes, or professional insights to support your response.

20.1 In what ways did the Planned Teaching Practice (PTP) contribute to ***your students' growth*** in meeting the identified standard(s)?

20.2 How did completing the PTP contribute to ***your own growth*** as an educator (knowledge, practice, mindset, or professionalism)?

Response for Question 20:

20.1

20.2