

Digital Portfolio Reference Guide

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[<https://www.sesp.northwestern.edu/dp2/reference/>]

Artifact Types

Artifact & Reflection (Standard)

These are Artifacts/Reflections submitted for the 9 Conceptual Framework principles.

Photos, worksheets, letters to parents, rubrics, power point presentations--almost anything could become an artifact. [Click [here](#) to see a list of suggestions of acceptable kinds of artifacts for each of the CF principles.]

Note! Because a specific Artifact may be submitted for more than 1 Principle, if you will be doing so (1) you will need to submit the Artifact *multiple* times (with a different Reflection appropriate to the Principle for which it is being submitted), and (2) you must save the Artifact with a distinctive file name each time to upload it. SO you might have "mini_lessonA.pdf" and "mini_lessonB.pdf" uploaded artifact. Same artifact saved and uploaded twice both times with a different name.

Artifact & Reflection (Student Learning Examples)

The candidate must upload two artifacts which are examples of "student learning"; i.e. work produced by the students in your classroom while you were student teaching. One of these two should be a work of assessment completed by the student. Examples of student work can be very powerful in illustrating how successful you are as a teacher, but uploading more than two student work samples can be tricky.

When you "create new . . ." choose "student learning type" for two of examples. This is a requirement for checkpoint 2 and successful completion of the DP. If you have more than two student work samples to be actually used in the portfolio, title them or save them in your data source as "student work exasample 3 or etc. When you go to "create new . . ." select "standard artifact type"; however, the title of the artifact will alert the reviewer to the fact that the artifact is an additional student learning sample.

Artifact & Reflection (Video Example)

A video clip of you teaching. It should represent a significant moment in your teaching experience. The significance of the clip will be explained in the accompanying reflection. We recommend Quick Time movie format as it is oft times the easiet to create and edit.

Exit Survey - Undergraduate

Dear Undergraduates:

Please complete the survey below. You will have up to 120 minutes to complete it before the page resets. Before clicking the "Submit Survey" button be sure to use the "Click *HERE*" link at the end of the survey to visit the Ticket Request Form.

ILP Survey: Action Learning Self Diagnostic

This survey will be available to MSLOC students again at the conclusion of Foundations II for a follow-up self evaluation.

Mentor Midterm CEF: Music

While you student teach, your school mentor (school cooperating teacher) and university supervisor will be asked to assess your performance twice: once at mid-term and once at the end. The assessment forms ask the very same questions that you have evaluated yourself on before in the candidate evaluation form or CEF.

Mentor Midterm CEF: SLP/LBS

While you student teach, mentor teachers will be asked to assess your performance twice: once at mid-term and once at the end. The assessment form asks the very same questions that you have evaluated yourself on before in the candidate evaluation form or CEF.

Mentor Midterm CEF: Standard

Your only requirement for the Mentor Survey Checkpoint is to provide the correct name and address of your mentor. We will use these to provide them with access to the survey.

Note! If you have more than one Mentor, just re-submit this form once for each Mentor.

Mentor/Supervisor Final CEF: CSD

This is the final evaluation of your student teaching by your school mentor and your university supervisor. They will be evaluating you again by the same criteria they used for the mid-term and those which you saw in the self evaluations you have done.

Mentor/Supervisor Final CEF: Standard

This is the final evaluation of your student teaching by your school mentor and your university supervisor. They will be evaluating you again by the same criteria they used for the mid-term and those which you saw in the self evaluations you have done.

MS Ed 406 Survey Course Evaluation

You have now completed Research and Analysis in Teaching and Learning I: Discussion and Question Development (MS ED 406), and we need your help in evaluating its aspects. Please answer the questions below after you have finished all aspects of the course, including the Master's Project Question Summary.

Orientation CEF

We are asking candidates to complete a Candidate Evaluation Form (CEF) several times throughout the program. It will help us understand how students' perceptions of their own skills change over time. We are also very interested in understanding more about how well we prepare our teacher candidates, and we plan to use the results for continued improvement of the teacher education programs.

Please note that you are not expected to be proficient in all the skills listed. You may not be proficient in some of them until after you have completed your program at Northwestern University. If an item is not applicable to you at the present time, please answer "N/A."

Philosophy of Education

Enter a statement of your teaching philosophy. You may revise this as often as you want. You may draw from any previous philosophy paper you wrote for a class. Students enrolled in Problems in the Philosophy of Education may submit the draft they have been working on for class. Music students may submit the one they wrote in philosophy of music education course and re-visited in the student teaching seminar course.

As with all other portfolio elements, your Philosophy of Education statement must be assigned to a Checkpoint. **However choose (none) as the selection next to "Principle ."**

Resume

Submit your most current professional resumé.

As with all other portfolio elements, your Resumé must be assigned to a Checkpoint. **However, the Principle assignment can be left as "none".**

Student Practicum CEF

We are asking candidates to complete a Candidate Evaluation Form (CEF) several times throughout the program. It will help us understand how students' perceptions of their own skills change over time. We are also very interested in understanding more about how well we prepare our teacher candidates, and we plan to use the results for continued improvement of the teacher education programs.

Student Teaching CEF

We are asking candidates to complete a Candidate Evaluation Form (CEF) several times throughout the program. It will help us understand how students' perceptions of their own skills change over time. We are also very interested in understanding more about how well we prepare our teacher candidates, and we plan to use the results for continued improvement of the teacher education programs.

Student Teaching Experience

This is a statement identifying your student teaching site, its location, and the community it serves. *We are attempting to capture information about the diversity of the students you taught*, so Include information about 1) diversity of the school as well as 2) of each course. It should also include information about:

- the individual courses you taught including the subject/level (include your daily course schedule?)
- the students who made up each of those classes including class size, range of ability, number and types of IEP's, number of English language learners, etc., racial mix
- extra curricular activities you may have become involved in while student teaching

As with all other portfolio elements, your Student Teaching Experience statement must be assigned to a Checkpoint. **However, do NOT assign it to a principle. In the Principle pull-down menu is visible, please select (none).**

Summary Narrative

In the Summary Narrative, the candidates should reflect on their overall teacher education experiences. It should capture their personal stories of learning with a focus on the changes and development of their visions of learning, the learner, and teaching, with special consideration given to the principles as enumerated in the Conceptual Framework. Thus, it should reference several different points of growth over the course of the program. A Summary Narrative that only mentions student teaching or the DP should not pass. Additionally, the candidates should make some comments about the directions for their professional growth over the next several years, particularly as they reflect upon the CF and its principles.

The Summary Narrative should be as specific and complete as possible. The candidates may mention courses, field experiences, and ongoing conversations in and out of the program.

This narrative should be a well-developed essay. The length of the narrative will depend on the candidate's individual experience, however, 2-3 pages are expected.

A passing Summary Narrative includes.

- at least a general reference to a vision of learning, a vision of learner, and a vision of teaching;
- a discussion of at least two significant points during their teacher preparation experience;
- a discussion of their future professional growth.

As with all other portfolio elements, your Student Teaching Experience statement must be assigned to a Checkpoint. **However, do NOT assign it to a principle. In the Principle pull-down menu is visible, please select (none).**

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Conceptual Framework

As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have...

- 1.1 A vision of learning that focuses on understanding student thinking about the subject matter**
For this principle, the teacher candidates must focus on their students' thinking, not their own. A discussion of the specific subject matter being studied must be included.

[IPTS 1](#) | [IPTS 10](#) | [IPTS 4](#) | [IPTS 8](#) | [LAS 1](#) | [LAS 2](#) | [LAS 3](#) | [TEC 2](#) | [TEC 3](#) | [TEC 5](#) | [TEC 6](#) | [TEC 7](#) | [TEC 8](#)

- 1.2 A vision of learning that focuses on reflection and research as means of learning**
The reflection must include discussion of both *research and reflection*. Often, successful candidates describe research they've conducted and how their reflection on that research changed their practice, their thinking, etc. Research here is broadly defined. It can include analysis of students' test scores, internet or other research for a lesson plan, but it must be purposeful, i.e. there is a question the candidate is seeking to answer with evidence. This principle is most often discussed in relation to the teacher candidate's learning, but could apply to the student as well.

[IPTS 10](#) | [TEC 2](#) | [TEC 6](#) | [TEC 7](#) |

- 1.3 A vision of learning that focuses on learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns**

The focus of this principle is on *collaborative learning*. Candidates must discuss some sort of collaborative learning. *They should include discussion of at least one of the following outcomes of that collaboration*: learners clarifying doubts, examining beliefs, or addressing questions and concerns. This principle can apply to either teacher candidates or their students.

[IPTS 3](#) | [IPTS 4](#) | [IPTS 5](#) | [IPTS 7](#) | [IPTS 8](#) | [IPTS 9](#) | [TEC 2](#) | [TEC 3](#) | [TEC 6](#) | [TEC 7](#) | [TEC 8](#) |

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- 1.4 A vision of learning that focuses on authentic experience, where class sessions and assignments are designed to engage students' interests and to have implication for the student beyond the classroom**

For this principle, students can address what they consider to be authentic engagement with their discipline, i.e. what do historians do? How does a botanist observe plant growth? Alternatively they can address how their students may engage with the discipline in their everyday lives, i.e. how to calculate car payments, how to evaluate an opinion editorial, or how to keep a travel journal. Finally, especially in humanities courses, the teacher candidate may have students re-enact a moment in history or literature, so that they can authentically understand the lives of those they are studying. This principle should be discussed in the context of the teacher candidate's students.

[IPTS 4](#) | [IPTS 6](#) | [IPTS 8](#) |

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- 1.5 A vision of learning that focuses on the use of technology to extend learning opportunities and thinking**

Candidates must make the case that technology provided a unique learning opportunity that would be impossible otherwise. The candidate must go beyond an explanation of the technology to focus on the new learning opportunity and thinking that took place as a result of the technology. For example, a Spanish teacher uses the language lab to expose students to multiple native accents and dialects, something she could not provide without audio and/or video technologies. This principle can apply to either teacher candidates or their students.

[IPTS 4](#) | [IPTS 5](#) | [IPTS 8](#) | [TEC 1](#) | [TEC 2](#) | [TEC 3](#) | [TEC 4](#) | [TEC 5](#) | [TEC 6](#) | [TEC 8](#) |

2.1 A vision of the learner that focuses on lifelong learning and development shaped by social contexts

Candidates must display an understanding of how development and learning are often co-related, and that both development and learning are shaped by social contexts.

[IPTS 2](#) | [IPTS 4](#) | [IPTS 6](#) | [IPTS 7](#) | [TEC 2](#) | [TEC 4](#) |

2.2 A vision of the learner that focuses on student diversity as resource for the educational community

Candidates must focus on specific cultural resources and how those resources bolster the foundation for learning. Diversity can include racial diversity, ethnic diversity, socio-economic diversity, diversity of needs (i.e. special needs), linguistic diversity, religious diversity, etc. We do not want teacher candidates to limit their discussions of diversity to "diversity of ideas" or multiple intelligences, rather the discussion of diversity should be situated in a larger social context. This principle should be discussed in the context of the teacher candidate's students.

[IPTS 3](#) | [IPTS 4](#) | [IPTS 5](#) | [IPTS 7](#) | [LAS 3](#) | [TEC 3](#) |

3.1 A vision of teaching that focuses on ...connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modification of theory

Teacher candidates need to describe how their understanding of a situation and/or theory was modified or illuminated through exposure to research or experience. Successful entries will identify both the theory and situation that informed their evolving understanding. Teacher candidates need to identify a specific educational theory, identified by a term, an author's name, etc.

[IPTS 10](#) | [IPTS 11](#) | [IPTS 4](#) | [IPTS 8](#) |

3.2 A vision of teaching that focuses on professional conduct that is responsible and ethical

For this principle, the teacher candidate must explicate what about their artifact represents responsible and ethical behavior. For example, if the teacher candidate submits a failing grade warning letter to a parent as an artifact for 3.2, they should specifically explain how open communication with parents or multiple failure warnings are responsible, professional behavior.

[IPTS 10](#) | [IPTS 11](#) | [IPTS 2](#) | [IPTS 4](#) |

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Ratings/Rubrics

Artifacts

An artifact will be evaluated as either clearly related (**R**) to the Conceptual Framework Principle it is associated with or not related (**NR**).

Reflections

Reflections will be evaluated by the following criteria:

Professional (P) Artifact is a strong representation of the Conceptual Framework Principle and a significant teaching/learning experience. Reflection includes thoughtful descriptions of how the artifact was created, why it was chosen, how it reflects the teaching standards, and what it demonstrates about the candidate's professional growth and development.

Needs Revision (NP) Artifact does not represent the Conceptual Framework Principle and a significant teaching/learning experience. Reflection includes weak and unacceptable descriptions of how the artifact

was created, why it was chosen, how it reflects the teaching standards, and what it demonstrates about the candidate's professional growth and development.

The reflection should explicitly reference specific aspects of the artifact that relate it to the principle. The reflection should be able to stand on its own, even if you have not looked at the artifact. *The reviewer should not need to make any inferences as to how this artifact might, could, or should fit the principle;* the reflection should do that work for the reviewer.

All submitted work, for both the reflections and the artifacts, should be of professional quality. A reviewer should not hesitate to give a score of "Not Pass" if either component contains multiple grammatical mistakes or is stylistically unsophisticated.

Rubrics for Scoring Artifacts and Reflections

An **artifact** that contributes to a passing score has the following characteristics:

- is a good representation of the CF principle and IPTS to which it is assigned (this may only become evident once you have read the reflection) AND
- if candidate-generated, should be of professional quality (i.e., adhere to conventional standards of language in terms of grammar, spelling, etc.) AND
- if candidate-generated, should be a substantive piece of work (i.e., more than a paragraph-long reflection)

A **video artifact** that contributes to a passing score exhibits the following:

- enough material to adequately provide insight into the dynamics of the classroom AND
- the teacher candidate interacting appropriately with students, OR
- the teacher candidate and students investigating substantive subject matter content, OR
- the teacher candidate creating opportunities for student learning

Note: These aspects of the video artifact may need to be explicated and drawn out by the reflection on the video.

A **reflection** that contributes to a passing score includes these elements:

- a clear explanation of its origin (why it was created, by whom, for what purpose, etc.)
- an explanation of how it relates to all elements of the CF principle to which it is assigned
- an explanation of how it relates to at least one Illinois Professional Teaching Standard (IPTS), including specific sub-points.

Note: In addition to the 11 IPTS standards, there are eight Technology standards and three Language Arts standards.

Explication of the required elements to pass each specific NUCF principle

A Vision of Learning that focuses on:

1.1 understanding student thinking about the subject matter

For this principle, the teacher candidates must focus on their students' thinking, not their own.

- A discussion of the specific subject matter being studied must be included. Examples of an acceptable artifact may include but not be limited to (a) a math journal of student origin;(b) a video clip where the teacher candidate asks a series of questions of a student trying to determine his thought process;(c) an assessment, if the teacher candidate uses the assessment to inform his practice .
- A statement of what the teacher candidate learned

1.2 reflection and research as a means of learning

This principle is most often discussed in relation to the teacher candidate's learning, but could apply to the student as well.

The reflection must include discussion of both research and reflection.

If the artifact is teacher research, then the reflection must:

- explain the purpose of the research and
- what was learned and how that new knowledge changed or informed practice.

If the artifact is student research, then the reflection must

- explain the reason for the research
- explain the value of the research to student and/or class; and
- describe the upper level thinking skills the students had to utilize--analysis, synthesis, evaluation

1.3 learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns

This principle may apply to either teacher candidates or their students.

- Candidates must discuss some sort of collaborative learning. Their reflection must demonstrate a strategy to get the students to work collaboratively, not just in pairs or groups.
- should include discussion of at least one of the following outcomes of that collaboration: learners clarifying doubts, examining beliefs, or addressing questions and concerns

1.4 authentic experience, where class sessions and assignments are designed to engage students' interests and/or to have implication for the student beyond the classroom

This principle can be discussed in the context of the teacher candidate or his/her students.

For this principle, students can address what they consider to be authentic engagement with their discipline, i.e. what do historians do? How does a botanist observe plant growth? Alternatively they can address how their students may engage with the discipline in their everyday lives, i.e. elementary math lessons like counting pieces of an apple or in high school how to calculate car payments, how to evaluate an opinion editorial, or how to keep a travel journal. Finally, especially in humanities courses, the teacher candidate may have students re-enact a moment in history or literature, so that they can authentically understand the lives of those they are studying.

1.5 the use of technology to extend learning opportunities and thinking

This principle can apply to either teacher candidates or their students.

Candidates must make the case that technology provided a unique learning opportunity that would be impossible otherwise. The candidate must go beyond an explanation of the technology to focus on the new learning opportunity and thinking that took place as a result of the technology. For example, a Spanish teacher uses the language lab to expose students to multiple native accents and dialects, something she could not provide without audio and/or video technologies.

A Vision of Learners that focuses on:

2.1 lifelong learning and development shaped by social contexts

This principle can apply to either teacher candidates or their students.

- Lifelong learning" can be interpreted one of two ways: the idea that learning takes place throughout the lifetime or it may refer to acquisition of knowledge or a skill which will be used throughout the lifetime. For purposes of the DP this phrase can read "Lifelong learning and/or development shaped by (social) contexts.
- You must include a brief explanation of the social context of the learning and/or development

An obvious example for an artifact for this would be Student Teaching Seminar final reflection where the candidate reflects on his professional development as a teacher.

Or if the candidate attended a workshop on differentiation in the classroom, there is professional "learning" or "development" taking place within the context of other teachers.

2.2 student diversity as a resource for the educational community

This principle must be discussed in the context of the candidate's students.

Diversity can include racial diversity, ethnic diversity, socio-economic diversity, diversity of needs (i.e. special needs), linguistic diversity, religious diversity, etc. No more than one artifact on multiple intelligences or diversity of ideas may be included. Simply describing the presence of diversity in the classroom does not meet the principle. Rather, the candidate must explain how he could have or did draw on the diversity of the

classroom to enhance learning.

A Vision of Teaching that focuses on:

3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory

This principle is to be discussed in the context of the teacher candidate.

- Teacher candidates need to describe how their understanding of a situation and/or theory was modified or illuminated through exposure to research or experience.
- Teacher candidates need to identify a specific educational theory, identified by a term, an author's name, etc. (The exception to this rule would be the submission of the candidate's revised management plan, where the plan was written in theory and then revised during/after student teaching.)
- candidate must describe how the theory was modified or illuminated based on practice.

3.2 professional conduct that is responsible and ethical

This principle applies to the teacher candidate.

- Explain how the artifact represents professional teacher behavior
- what about the artifact represents responsible and/or ethical behavior.

Explication and Rubrics for each aspect of Checkpoint #3's "Final Assessment":

Summary Narrative

In the Summary Narrative, the candidates should reflect on their overall teacher education experiences. It should capture their personal stories of learning with a focus on the changes and development of their visions of learning, the learner, and teaching, with special consideration given to the principles as enumerated in the Conceptual Framework. Thus, it should reference several different points of growth over the course of the program. A Summary Narrative that only mentions student teaching or the DP should not pass. Additionally, the candidates should make some comments about the directions for their professional growth over the next several years, particularly as they reflect upon the CF and its principles.

The Summary Narrative should be as specific and complete as possible. The candidates may mention courses, field experiences, and ongoing conversations in and out of the program. They should reflect on how the portfolio process impacted their thinking.

This narrative should be a well-developed essay. The length of the narrative will depend on the candidate's individual experience, however, 2-3 pages are expected.

Summary Narrative Rubric

A passing Summary Narrative includes:

- at least a general reference to a vision of learning, a vision of the learner, and a vision of teaching,
- a discussion of at least two significant points during their teacher preparation experience,
- a discussion of their future professional growth, and
- a well-developed narrative essay format of about 2-3 pages

Student Teaching Statement

This is a statement identifying the candidate's student teaching site, its location, and the community it serves. We are attempting to capture information about diversity here, so it should include information about 1) diversity of the school as well as 2) of each course. It should also include information about the individual courses you taught including the subject/level (include your daily course schedule?)

- the individual courses you taught including the subject/level (include your daily course schedule?)
- the students who made up each of those classes including class size, range of ability, number and types of IEP's, number of English language learners, etc., racial mix
- any extra curricular activities you may have become involved in while student teaching

Resume

The resume should follow conventional organization. It should be of professional quality in terms of language and layout. It should present enough information to give a good sense of the relevant characteristics of the candidate, while being succinct and easy to read.

Philosophy

Teacher candidates' philosophy of teaching submissions will vary considerably, as those students enrolled in the "Philosophy of Education" at the time of the deadline will submit early drafts of their philosophies, while students who have already taken the class will submit their final essays. Nonetheless, all submissions must adhere to the following criteria:

- philosophy clearly identifies one claim (subjective statement) that explains the candidate's beliefs about one of the following:
- the aims of education
- how people learn
- role of the teacher
- relationship between school and society.
- The claim should be developed and defended by rigorous argument.
- The development of the argument must be grounded in the analysis of at least one philosophical text*, as well as the candidate's personal experience.

*For candidates currently enrolled in the "Philosophy of Education," this text will most likely be Plato's Republic, as this is the first philosophical text introduced in the course. Once any artifact has been passed in the DP, it should not be re-submitted.

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Video Upload FAQs

Supported File Types

Supported video file types are:

- .wmv**
- .mov**
- .mp4**
- .m4v**

If your video is not one of these file formats see instructions below for converting your file.

Video File Size Limits

Your video file can not exceed 200mb in size. If it does you will need to either compress or edit your video. See instructions below for ways to compress video.

Video Compression and Conversion

For mac users:

If you have a mac you can use iMovie to compress and convert your video. Open iMovie and choose File > Import > Movies. Browse to your movie and click import. The import process will take a while if your movie is large.

Once your Movie is imported into iMovie, copy and paste (or drag and drop) your movie into the new project

window. Then you can choose Share > Export Movie > then choose either medium or mobile "Size to Export" I suggest either of these settings because they will optimize your video for the web while still maintaining quality.

Now your file size should be smaller which will allow you to upload your video. It will also be converted to mp4 format.

For PC and Mac users:

If you have a PC (or mac) you can download a program called HandBrake.

<http://handbrake.fr/downloads.php>

Once installed open Handbrake and will immediately be prompted to choose a file. Browse to your video and click "Open". Below the heading "Output Settings" you will see some check boxes... Check the box beside "Web Optimized".

Now click the start button in the upper left hand corner. This should reduce the size of your file to a web friendly size and will also convert your video to mp4.

Handbrake is a great tool if you need to convert your video from DVD to mp4. To do this browse to your DVD and follow the steps above.

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Addendum

Appropriate Kinds of Artifacts

- 1.1. understanding student thinking about the subject matter;
 - student interviews (student teaching sem, schooling in communities)
 - examination of students' process of working out a problem through reading of notes/outline/math problem development, etc.
 - lesson/unit plan
- 1.2. reflection and research as a means of learning;
 - analysis of data from classroom (student work, test scores, teacher evaluation, etc)
 - reflection on conference attendance, journal article, or other scholarly engagement
 - reflection on interview/discussion with mentor teacher(s)/supervisor/advisor about teaching
- 1.3. learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns;
 - lesson plan that focuses on collaboration
 - video of group work
 - any assignments from 304 that focus on learning as a result the overall structure of a community organization
- 1.4. authentic experience, where class sessions and assignments are designed to engage students' interests and to have implication for the student beyond the classroom;
 - science laboratory, language laboratory, "travel journal" for geography or foreign lang, acting out moment from history or literature, project/problem based investigation (i.e. inquiry-based learning),

- 1.5. the use of technology to extend learning opportunities and thinking.
 - language lab, science lab, student powerpoint presentations, MathLab, student research
 - video of self teaching

- 2.1 lifelong learning and development shaped by social contexts
 - discussion of conference attendance, where teacher candidate recognizes the cultural community of colleagues in the field and explores how such community membership develops her as a teacher
 - a reflection on student teaching that examines how the candidate has changed and grown through the experience
 - artifact that represents students' learning over time, i.e. portfolio, culmination project of unit, pre- and post-tests, carefully-scaffolded unit plan

- 2.2 student diversity as a resource for the educational community.
 - Photograph of students (with resources drawn out by reflection)
 - Cultural modeling-like unit or lesson
 - Various assignments that focus on community-based assets (from Teach Ed 304 or MSED402/TeachEd302 classes)

- 3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory
 - adolescent development assignments often make good artifacts here
 - people often use management plan reflection up for this, and does it work as a "theory?"
 - Application of Backward Design, or Application of Differentiation Theories, or Application Cooperative Learning Theories

- 3.2 professional conduct that is responsible and ethical.
 - Letters to parents/students
 - Reflection on teaching via video, talking with advisor/supervisor/mentor teacher, etc.