

# The History Teacher

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## The Summative Teaching Portfolio and the Reflective Practitioner of History

Frederick D. Drake and Lawrence W. McBride  
*Illinois State University, Normal*

THIS ARTICLE provides entry-level and experienced teachers and their respective supervisors with a rationale and strategy for planning, constructing, and presenting a summative teaching portfolio. To assist teacher educators, school administrators, and credential-granting bodies that are now requiring teaching portfolios as a means of assessing teachers' performances, we offer a checklist of documents that can be included in a portfolio; a criteria for assessing a portfolio at different stages in a teacher's career; a chart that integrates history and teaching standards; and an analytic rubric that can be used to assess a summative teaching portfolio in a formal review session. The rationale, development strategy, and rubric have been derived from our experiences preparing prospective history and social science teachers and from our participation in a pilot project testing Illinois' proposed *Core Standards for Teachers* (1999), which are based on standards developed by the Interstate New Teachers Assessment Support Consortium (INTASC). Readers who are preparing or evaluating portfolios will see that the results of our experience in both contexts are applicable to their own situations, as there is a growing consensus that a standards-based summative teaching portfolio is an important means of furthering the reflective practice of all teachers and of assessing the level of their professional performance.

A history teacher's summative teaching portfolio is like a fine self-portrait: it is their best impression of her/himself as a scholar and as a teacher at a particular point in her/his career. The portfolio is not merely a scrapbook filled with randomly collected materials which document episodes in the past. Rather, when a teacher plans, constructs, and presents a summative teaching portfolio, s/he systematically connects her/his professional past to the present. This connection is made during three stages of portfolio development. First, planning a portfolio allows teachers to reflect upon their prior and current professional experiences. Second, constructing a portfolio allows teachers to organize the essential materials which they believe document their professional activities. Third, presenting the portfolio to other professionals allows teachers to communicate both what they know and are able to do in the classroom. As such, the summative portfolio allows others to reach an informed conclusion about the current state of a teacher's knowledge, performance in the classroom, and disposition toward teaching. Moreover, it provides the teacher with an opportunity to assess her/his performance as a scholar-teacher and to grow through the process of self-reflection.

John Dewey made an early distinction between unreflective and reflective teaching. The former is guided by impulse and the authority of traditions.<sup>1</sup> Unreflective teaching embraces the everyday reality in schools, presuming indiscriminatingly that only the technical practices of the school should be considered when planning for instruction. Reflective teaching is distinguishable from technical teaching. The reflective practitioner is the teacher who thinks systematically about how to integrate interesting content and sound pedagogical practices, about how best to adapt content and methodology according to the experiential levels and interests of students, and about how to exercise the teacher's collateral responsibilities toward students and the community.<sup>2</sup> Reflective practice may be demonstrated in various forms. Kenneth M. Zeichner and Daniel P. Liston recognize five different traditions of reflective practice that have guided reforms in teaching: the academic (subject matter reflection), social efficiency (teaching strategies based on research), developmentalist (students' background, experiences, and interests reflection), social reconstructionist (social and political context of the school relative to justice and equity in human conditions), and generic (thinking in general about teaching without a focus).<sup>3</sup> Reflective practice is inclusive, and a history teacher's portfolio may illustrate one or more of these traditions of reflective teaching.

At its best, the history teacher's completed portfolio should not require a word of explanation from its creator: like the oils on a canvas, the materials collected inside the folio should combine to present a clear picture of what their author knows and can do. Understanding the concept of reflective practice is the key to developing this picture. In conceptualizing the portfolio, the teacher can profitably consider three dimensions of growth that characterize the reflective practitioner: growth as a student of the subject of history one teaches; growth as a teacher who thinks about best pedagogical thought and practices; and growth as a person who maintains the disposition and personal skills that characterize effective teachers-scholars. From the beginning of their teaching careers and throughout their careers as life-long learners, the scholar-teacher should realize that learning and teaching are inextricably linked. The scholar-teacher must be a learner to be a teacher; that is, the history teacher must be willing to find and then employ engaging primary and secondary source materials as students construct their understanding of the past.

There are many materials that the reflective practitioner can consider for inclusion in a summative teaching portfolio. Entry-level professionals can draw upon the experiences they have had as undergraduate students in a college or university teacher education program and as student teachers. More experienced teachers will have a larger body of material to review. It is a distinct advantage for both, however, if they have been maintaining a "developmental portfolio": a fluid collection of selected academic course work, teaching material, and other documents. In culling this mass of material for the summative teaching portfolio, the teacher should select and then place individual items into three categories: 1) materials that document their performance as a scholar; 2) materials that document their philosophy of education and their performance as a teacher; and 3) materials that document their professional qualifications and personal achievements. Given the nature of the teaching profession, there will be some overlap in these materials. (See [Figure 1](#): Checklist of Documents for Developing a History Teacher's Summative Teaching Portfolio.)

After selecting the appropriate materials, the next step is to organize them into more manageable sections. It is important to remember here that no two self-portraits are alike. That is, one teacher may begin her/his portfolio with a resume and a statement of teaching philosophy. Another teacher may begin her/his portfolio with a series of colorful photographs showing students at work in an exciting classroom environment. Yet another teacher might begin her/his portfolio with examples of student work. Entry-level professionals will necessarily demonstrate their growth by selecting work from their major's course of study, professional education and methods courses, and student teaching. Here is a basic organizational plan that many teachers in our pilot study have successfully followed:

- Title Page
- Table of Contents
- Essay Expressing the Teacher's Philosophy of Education
- Resume
- Example(s) of Unit Plan, keyed to state or local standards
- Example(s) of Lesson Plan, keyed to state or local standards
- Examples of Student Work
- Alternative Assessment Project(s)
- Photographs of Students at Work
- Example(s) of Academic Work
- Videotape of Teaching
- Evidence of Integrating Technology into the Classroom
- Documentation of State Certification Examination

When a teacher collates the material that will constitute the individual sections and organizes those sections into a completed portfolio, it is best to imagine this disquieting scenario: that the person who will be reviewing the portfolio knows nothing about its creator, and that its creator will not be available to explain any aspect of the contents. In other words, the summative teaching portfolio is in itself a performance that must capture both the teacher's skill, ability and personality and then communicate these attributes, making them apparent to anyone who reviews its contents. Individual items should reveal that the teacher has knowledge of historical content and appropriate pedagogy, can perform effectively in the classroom, and possesses the disposition of successful teacher/scholars and colleagues. For example, a paper completed at the university or college seminar ought to be selected because it is free of errors, shows insight, and is presented in a professional manner. Or, a

videotape of one's teaching ought to demonstrate that the teacher has command of and enthusiasm for the subject, teaches to specific standards, and elicits thoughtful and informed responses from a variety of students (obtaining student permission to include the former's work in the portfolio). The portfolio must not only have interesting materials in discrete sections; the materials must be attractively packaged and accessible to those who want to assess the quality of the work, either at a glance or in great detail.

To guide the selection, organization, and packaging of materials, teachers should use the list that an evaluator will use to analyze the quality of the summative teaching portfolio, which brings us to the second part of this article: the list of criteria we developed during our participation in the INTASC pilot project for assessing the summative portfolios of history teachers. (See [Figure 2](#): Criteria for Assessing the History Teacher's Summative Portfolio.) Ten INTASC principles comprise the core standards. The first principle is very important because it concerns knowledge in the discipline and its pedagogical implications. The remaining principles address issues affecting every teacher, e.g. recognizing student diversity, incorporating learning technologies, and working in the community. History teachers are to demonstrate each principle by their knowledge, performance in the classroom, and disposition. In our pilot project we have categorized history teachers' portfolios according to six performance levels: Master, Distinguished, Accomplished, Proficient, Apprentice, and Novice. The first four levels designate teachers whose skills are *developed*; the other two levels designate teachers whose skills are still *developing*. The differences between the portfolios assessed at the four developed levels are a matter of degree; likewise, the difference between the portfolios presented by an apprentice and a novice is a matter of degree. The difference between a portfolio presented by a teacher who has developed her/ his skills and abilities and the portfolio of a teacher who is still developing her/his skills and abilities, however, is a matter of kind.

Each of the six performance levels is assessed by applying specific criteria to the materials presented in the portfolio. Some of the specific criteria employed in this list (for illustrative purposes) pertains to history teachers and is derived from recent thinking about what history teachers ought to know and understand about their subject. In the past few years, however, nearly every discipline in the school curriculum has received similar scrutiny from their respective professional organizations and from other bodies that have offered content standards and learning goals. History is no exception and standards have emerged at national and state levels.<sup>4</sup> Other aspects of the criteria employed in this checklist are derived from Illinois' adaptation of the INTASC model standards for new teacher certification and standards for continued licensing. Interested readers can easily consult these content standards and adapt the rubric to their particular teaching situations.<sup>5</sup> Similarly, teachers and administrators in individual school districts around the country may wish to use other model standards documents as points of departures to create lists that reflect their own local standards. The performance standards criteria employed in this list include content knowledge in history; knowledge of learning theory; awareness of diversity in the classroom; planning; instructional methods; student assessment; and professional relationships and conduct. [Figure 3](#): The Reflective Practitioner and the Teaching and Learning of History, is organized to further assist teachers/supervisors as they determine the level of the history teacher's portfolio in its illustration of the standards. That is, the teacher's knowledge, reasoning, and

ability to communicate what s/he knows and understands about history and its teaching are essential attributes of the successful scholar/teacher.

There are several elements in the Figure 3 chart that clarify the teacher's knowledge. The reflective practitioner of history must know and understand the structure of history; that is, that history is organized around seminal vital themes and narratives that are punctuated by key turning points in the story of the human adventure. The teacher must have command of historical content, both the main ideas and supporting details, and understand history's pivotal role as an integrative discipline among the other school subjects. The reflective practitioner must recognize the importance of having an open spirit of inquiry and curiosity about the past and present. At the same time, the reflective practitioner must also know about the findings of research on what constitutes effective teaching and must keep abreast of current issues related to the teaching of history, geography, and the social sciences (or social studies).

Knowledge of content and pedagogy must be implemented in the classroom. In performance, therefore, the reflective practitioner of history is guided by a systematic philosophy of teaching that guides planning, instruction, and assessment of student learning. The reflective practitioner puts into practice activities that students readily understand are based on their teacher's knowledge of and reflection on content and pedagogy. The teacher is able to design engaging student activities that develop history's habits of mind, which in turn help students reach informed conclusions about the past and encourage them to make responsible decisions as citizens and in their private life. The history teacher's lessons should include higher order transformative thinking skills and avoid the dead hand of rote recall of names, dates, and places. To demonstrate transformative teaching, the teacher should show evidence of using a variety of teaching strategies. In the case of the history teacher, the portfolio will highlight its creator's use of key documents and other primary and secondary source materials and also show the use of teaching methods and materials from the other humanities and social sciences.

Disposition approaches the teacher's affective domain. Here, the reflective practitioner of history models for students and others best personal and professional practice and insures that students understand and value the idea of life-long learning about the past. The criteria also include participation in professional development activities and effective leadership.

Although a reviewer or reviewers may wish to assess the contents of a summative teaching portfolio in isolation, eventually the teacher and the reviewer(s) will meet in a formal interview session to discuss the contents and determine the teacher's level of performance. The teacher should have in advance the protocol of questions that provides the structure for the interview. Questions could include:

- How does your portfolio illustrate your development as a teacher to this point in your career?
- How does your portfolio illustrate the relationship between your knowledge of content and your teaching strategies?
- How does your portfolio illustrate your work with students of varying learning styles, abilities, and interests?
- How do sample unit plans, lesson plans, and assessment activities reflect national, state, or local standards?
- Which section or material in the portfolio represents a high point in your professional life?
- How does your portfolio illustrate your professional activities outside the classroom or school district?
- How might this portfolio change in the next academic year? In the next five years?
- What is your assessment of the level of performance represented in your portfolio?

Obviously, a summative portfolio and the answers to these questions provided by a person who is at the beginning stages of a teaching career will be different than the answers and portfolio compiled by an experienced teacher.

To assist in the assessment of a teacher's portfolio, we offer a three-dimensional, analytic rubric. (See [Figure 4: A Rubric for Assessing a History Teacher's Portfolio](#).) This analytic rubric, which should be shared in advance with the teacher, allows a reviewer to assess simultaneously a history teacher's portfolio in each of three interrelated dimensions: knowledge, reasoning, and communication. Each dimension of the rubric is divided into six levels, with each level defined by several criteria that reflect a teacher's knowledge, teaching skills, and disposition. Collectively, 6, 5, and 4 are designed to differentiate among teachers whose knowledge, reasoning, and communication skills are *developed*. Collectively 3, 2, and 1 represent knowledge, reasoning, and communication skills that are still *developing*. 14

In applying this rubric to a summative portfolio, an evaluator must bear in mind both the experiential level of its author and the expectations the evaluator has of the teacher. One would not expect the same level of development in a seasoned veteran who is at the Master, Distinguished, or Accomplished level (See [Figure 2](#)) and an entry-level professional at the Proficient level (See [Figure 2](#)). At the same time, it is important to emphasize that each of the performance levels is geared to the INTASC standards. One should expect the portfolio of the entry-level teacher as well as the master teacher's portfolio to demonstrate that s/he has reflected thoughtfully on the knowledge of content and pedagogy, performance in the classroom, and disposition towards teaching which characterize the teacher's professional life. 15

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Reviewers know that history teachers may illustrate their knowledge of content and pedagogy at a more or less developed level in one dimension than in another. For example, a history teacher's philosophy statement (as part of content and pedagogy) may demonstrate knowledge at a level 6, reasoning at a level 4, and communication at a level 5. Similarly, the knowledge, reasoning, and communication may vary in a teacher's performance in the classroom and disposition towards teaching. An analytic rubric permits a reviewer to take these differences into account when assessing history teachers. This analytic rubric, when used in conjunction with a checklist for different stages in a teacher's career and the chart that integrates reflection on history and teaching standards, benefits history teachers by showing them their strengths and weaknesses in each dimension. During the review process, the history teacher learns where s/he must place time and effort to improve her/his teaching portfolio.

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Any teacher can create--and many educators occupying supervisory and credentialing positions are now demanding--a summative teaching portfolio that validly represents how his or her performance meets the professional standards articulated by a school district, a state board of education, or national accrediting bodies. The reliability of a summative portfolio as a performance of a teacher's knowledge, teaching, and disposition will depend on the portfolio's comparison with other teaching performances, including direct observation. There is little doubt, however, that the portfolio and an accompanying rubric have important roles to play in any meaningful teacher assessment program. And, it is important that both entry-level and experienced teachers should feel that they would not be jeopardized for taking risks as teachers. Individuals preparing a summative portfolio can use the rubric and criteria to gauge the collective effectiveness of the materials they select; administrators and supervisors will understand and discuss its criteria with their teachers before they attempt a formal assessment of the completed portfolios. This way the rubric and criteria will be as helpful to teachers who are reflecting on their performance as it is useful to those who are assessing the teacher.

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The creation of a summative teaching portfolio at any point in a history teacher's career encourages self-reflection and the search for deeper insights into what makes a successful teacher. For the entry-level professional, a well-conceived and executed portfolio will instill the confidence a history teacher needs to enter a competitive employment market with the knowledge that s/he can work successfully in an increasingly demanding environment. At the same time, the portfolio will instill confidence in a prospective employer that the candidate is a thoughtful and organized individual who can make an immediate contribution to their school or district. For the more experienced professional whose skills are developed, the materials and documentation collected over time will provide a sense of satisfaction that the goals set at the start of each academic year have been accomplished. Most important, the creation of a summative teaching portfolio for history teachers provides opportunities for reflective practitioners to demonstrate on a broad canvas their professional growth and development.

## Notes

<sup>1</sup> John Dewey, *How We Think* (Boston: D.C. Heath and Company, 1933), 17. Dewey observed that reflective practice in teaching "enables us to *know what we are about* when we act. *It converts action that is merely appetitive, blind, and impulsive into intelligent action.*"

<sup>2</sup> We are not suggesting that John Dewey would have advocated the current emphasis on prescribed methodological standards. Dewey recognized "general methods" of teaching, but he distinguished "general methods" from "a prescribed rule." Dewey advocated "intelligence, and not through conformity to orders externally imposed." See John Dewey, *Democracy and Education* (New York: Macmillan, 1916), 178. For further discussion see James W. Garrison, "Style and the Art of Teaching," in James W. Garrison and Anthony G. Rud Jr., eds. *The Educational Conversation: Closing the Gap* (Albany, NY: State University of New York Press, 1995), 41-60. Nor are we suggesting that Dewey would have advocated the contemporary preoccupation with standards-based education. Dewey's "theory of experience" and his thoughts on resisting the extremes of "objective and internal conditions" may well challenge arguments for national curriculum standards. For further discussion see John Dewey, *Experience and Education* (New York: Collier, 1938).

<sup>3</sup> Kenneth M. Zeichner and Daniel P. Liston, *Reflective Teaching: An Introduction* (Mahwah, New Jersey: Lawrence Erlbaum Associates, 1996), 51-62.

<sup>4</sup> See Paul Gagnon and The Bradley Commission on History in Schools, ed., *Historical Literacy: The Case for History in American Education* (Boston: Houghton Mifflin Company, 1989); The Bradley Commission on History in the Schools, *Building A History Curriculum: Guidelines for Teaching History in Schools* (Educational Excellence Network 1988, 1989); The National Commission on Social Studies in the Schools, *Charting a Course: Social Studies for the 21st Century* (National Commission on Social Studies in the Schools, 1989); The National Center for History in the Schools, *National Standards for History for Grades K-4: Expanding Children's World in Time and Space; National Standards for World History: Exploring Paths to the Present; National Standards for United States History: Exploring the American Experience* (Los Angeles: National Center for History in the Schools, 1994, 1996).

<sup>5</sup> Tim Keirn, "Starting Small: The Creation of Year Fourteen History Standard," *OAH Newsletter*, (November 1999): 9-10.



**Figure 1:**  
**Checklist of Documents for Developing a  
History Teacher's Summative Teaching Portfolio**

**Documents that illustrate performance as a scholar might include:**

- Samples of Performances in Academic and Pedagogical Courses
- Evidence of Knowledge of Computer Technology
- Academic Awards and Scholarships
- Membership in Honor Societies
- Reference Letters from Professors
- Publications and Presentations
- Peer Evaluations
- Curriculum Vita
- Reflections on Growth as a Scholar

**Documents that illustrate performance as a teacher might include:**

- Formal Statement of Philosophy of Teaching
- Information on Classroom Management Strategies
- Standards-based Model Lesson Plan(s)
- Standards-based Model Unit Plan(s)
- Standards-based Performance Assessment Activities
- Sample Test(s) and Examination(s)
- Evidence of Integrating Technology into the Classroom
- Photographs of an Active Classroom Environment
- Videotape of Teaching
- Professional Development Activities

- Examples of Students' Work
- Evidence of Extra-Curricular and Community Service Activities
- Letters from Teaching Colleagues
- Letters from Supervisor(s)
- Examples of Student Accomplishments, Awards, Honors, Presentations, and Publications

**Documents that certify continuing personal and professional achievements include:**

- Professional Development Activities
- Examples of Students' Work
- Evidence of Extra-Curricular and Community Service Activities
- Letters from Teaching Colleagues
- Letters from Supervisor(s)



**Figure 2: Criteria for Assessing the  
History Teacher's Summative Teaching Portfolio  
(comparing knowledge, performance, and disposition)**

**KNOWLEDGE**

**Master Teacher**

- Systematically reassesses, in a philosophy of teaching statement, the relationship between the teacher as scholar and the scholar as teacher
- Content of all curriculum materials demonstrates a thorough grasp of the structure of the discipline: history's vital themes and narratives
- Materials used in teaching are standards-based and demonstrate command of historical content: main ideas, turning points, and supporting details

- Materials used in teaching demonstrate command of the research base on effective teaching
- Writes or develops articles and curriculum materials on history or the teaching of history
- Completes a systematic study of history beyond the master's degree
- Earns advanced certificate in supervision

### **Distinguished Teacher**

- Philosophy of teaching statement perceives the relationship between the teacher as scholar and the scholar as teacher
- Content of curriculum materials are standards-based and focus on history's vital themes and narratives
- Employs challenging and engaging primary and secondary source materials
- Employs materials that demonstrate command of the research base on effective teaching
- Master's degree in history completed
- Graduate course work in curriculum and instruction/supervision

### **Accomplished Teacher**

- Philosophy of teaching statement shows that scholarship and teaching are linked
- Content of unit and lesson plans are standards-based and focus on history's vital themes and narratives
- Locates a variety of materials that further the command of content
- Materials demonstrate command of the research base on effective teaching
- Enrolled in graduate course work leading to a master's degree in history
- Completes summer or evening courses or workshops in curriculum and instruction
- Adds additional history or social science credentials to teaching certificate

### **Proficient (Entry-Level or Tenure Track) Teacher**

- Philosophy statement reflects on progress of career as teacher and scholar
- Curriculum materials are standards-based and demonstrate knowledge of content
- Reviews and selects appropriate textbook
- Course work in history beyond the bachelor's degree
- References from university history and education faculty

### **Apprentice (Student) Teacher**

- Formulates a philosophy of teaching statement
- Completion of bachelor's degree in history
- Completion of student teaching using standards-based unit plans and lesson plans
- Teaching certificate awarded
- Subscribes to professional journals on history and teaching of history

### **Novice Teacher**

- Satisfactory progress toward bachelor's degree in history education
- Satisfactory progress in professional education courses
- Satisfactory progress in special history methods courses
- Satisfactory delivery of standards-based content in micro teaching clinical experiences
- Completes courses in history and educational foundations
- Joins education and history honor societies

### **PERFORMANCE**

## **Master Teacher**

- Classroom performance reflects a systematic philosophy of teaching
- Video tape shows an interactive, supportive classroom environment in every course
- Teaching materials help students to think historically by fostering history's habits of mind
- Objectives, instructional methods, and assessment strategies are linked
- Directs colleagues to instructional materials that are appropriate for students' academic needs
- Evidence of appropriate use of instructional technology
- A variety of appropriate teaching strategies are employed to help students meet or exceed standards
- A variety of standard and performance assessments are employed
- Student work shows both enthusiasm for the assignment and superior achievement
- Observation forms completed by supervisors indicate superior evaluations

## **Distinguished Teacher**

- Classroom performance reflects the philosophy of teaching
- Video tape shows a supportive, student centered classroom
- Teaching materials help students organize their thoughts by invoking history's habits of mind
- Objectives, teaching methods, and assessments are linked
- Reviews and selects instructional materials that are appropriate for students' academic needs
- Employs instructional technology in the classroom
- A variety of appropriate teaching strategies are employed to help students meet or exceed standards
- A variety of standard and performance assessments are employed

- Student work shows both enthusiasm for the assignment and high achievement
- Observation forms completed by supervisors indicate excellent performance in every category

### **Accomplished Teacher**

- Classroom performance reflects philosophy of teaching statement
- Video tape shows a student centered classroom
- Teaching materials help students organize their thoughts by invoking history's habits of mind
- Objectives, teaching methods, and assessments are linked
- Selects instructional materials that are appropriate for students' academic needs
- Employs instructional technology in the classroom
- A variety of appropriate teaching strategies are employed to help students meet or exceed standards
- A variety of standard and alternative assessments are employed
- Student work shows both enthusiasm for the assignment and achievement at or above grade level
- Observation forms completed by supervisors are consistently excellent

### **Proficient (Entry Level or Tenure Track) Teacher**

- Successful completion of mentoring program for new teachers
- Unit and lesson plans completed according to school district's performance conventions and standards
- Adapts instructional methods from student teaching to the school culture
- Employs instructional technology in the classroom
- A variety of teaching strategies are employed to help students meet or exceed standards
- A variety of standard and alternative assessments are employed

- Student work shows both enthusiasm for the assignment and expected grade level achievement
- Observation forms completed by supervisors are consistently excellent

### **Apprentice (Student) Teacher**

- Student teaching successfully completed
- Video tape reveals attempts to utilize a variety of instructional techniques in the classroom
- Locates effective materials developed by other professionals, including textbooks and published resources
- Unit and lesson plans were successfully implemented during student teaching
- Portfolio provides examples of a variety of students' work that meets or exceeds standards
- Knows how to review textbooks and teaching materials
- Outstanding references from cooperating teachers during student teaching
- Outstanding references from university supervisors during student teaching

### **Novice (Pre-service) Teacher**

- Shows an awareness of the importance of employing a variety of instructional strategies in the classroom
- Videotape or cooperating teacher's report indicates successful completion of scheduled micro-teaching during clinical experiences
- Develops a professional library of useful books and teaching materials
- Successfully completed scheduled professional education courses
- Successfully completed scheduled special history methods courses

### **DISPOSITION**

### **Master Teacher**

- Portfolio is well organized and carefully packaged
- Communicates in every class enthusiasm for teaching and history that motivates students
- Evidence of presentations about teaching and/or content at professional conferences
- Assumes an active role in district in-service institutes and workshops
- Chairs school committees
- Advises other districts on mentoring new teachers, including student teachers and students completing clinical experiences
- Advises colleges and universities engaged in teacher education
- Participates in policy formation in national and state professional organizations
- Participates at a high level in the civic life of the community

#### **Distinguished Teacher**

- Portfolio is well organized and carefully packaged
- Assumes leadership role in district or school committees
- Mentors new teachers into the district
- Serves as a cooperating teacher for student teachers
- Presents sessions at national, state, and local conferences
- Participates in the civic life of the community

#### **Accomplished Teacher**

- Portfolio is well organized and carefully packaged
- Conducts sessions at state and local conferences
- Serves on district committees
- Serves as a cooperating teacher for student teachers
- Coaches school's academic competition teams



- Links school activities and community service projects

### **Proficient (Entry-Level or Tenure Track) Teacher**

- Portfolio is well organized and carefully packaged
- Participates actively at meetings of professional organizations
- Serves as faculty advisor to school clubs and activities
- Promotes student participation in history and social science academic competitions
- Understands the community's social norms

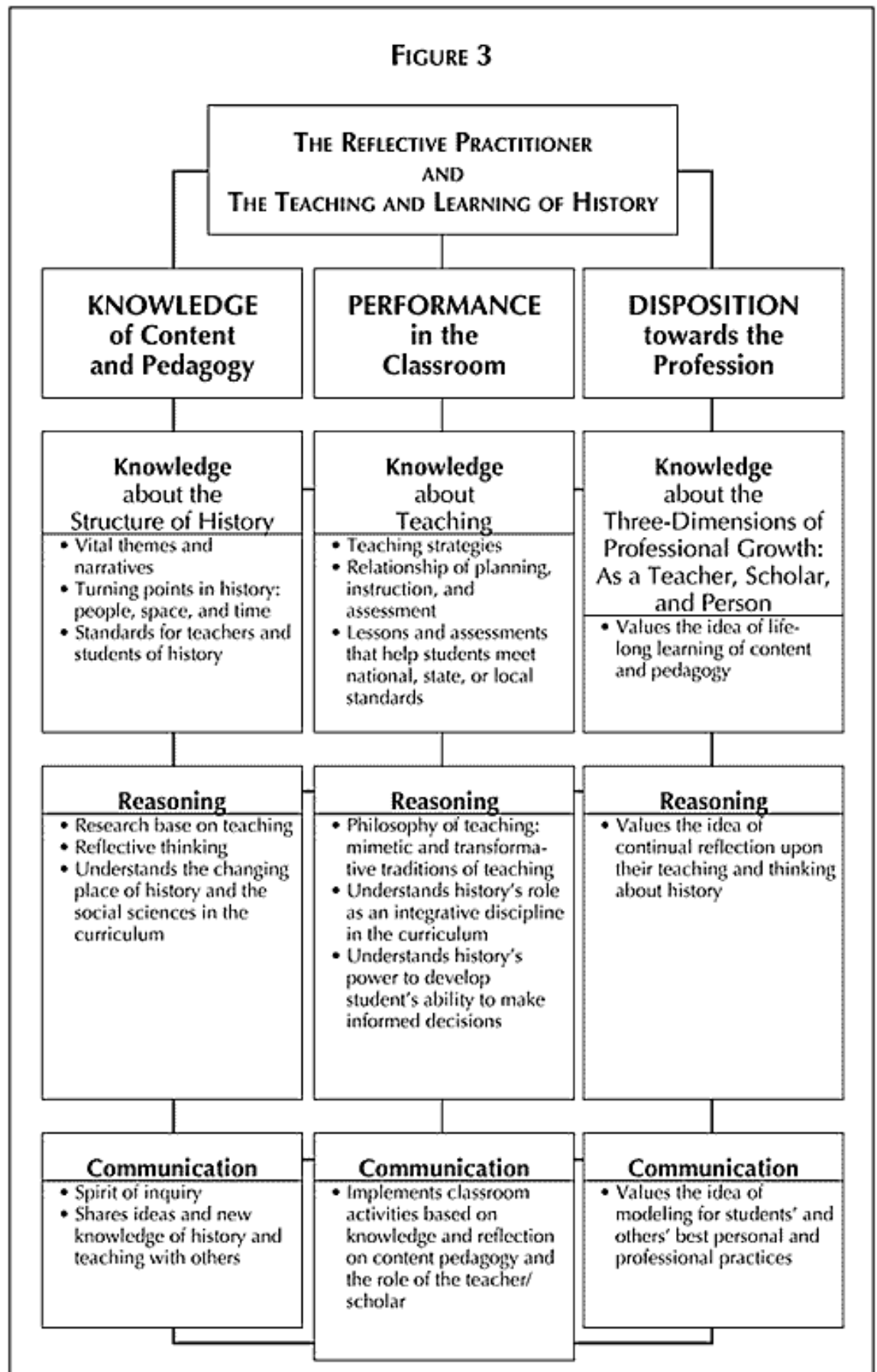
### **Apprentice (Student) Teacher**

- Portfolio is well organized and carefully packaged
- Articulates in writing a philosophy of teaching
- Attends meetings of professional organizations
- Fulfilled out-of-class assignments required of student teachers
- Joins professional history and social studies organizations

### **Novice Teacher**

- Materials compiled in a developmental portfolio
- Develops professional work habits
- Knows how to study the environment of a community and its school's culture
- Joins professional organizations as student member
- Attends on-campus meeting of groups promoting teaching and learning







**Figure 4: A Rubric for a History Teacher's Portfolio  
(comparing knowledge, reasoning, and communication)**

**KNOWLEDGE**

*Knowledge of evidence from content in discipline and Pedagogy:  
facts/supporting details; themes/issues; and purposes/beliefs*

**6**

- Key themes and concepts are thoroughly identified, defined, and described
- Significant facts/supporting details are included and accurately described
- Has no factual inaccuracies

**5**

- Key themes and concepts are considerably identified, defined, and described
- Facts/supporting details are included
- Has only minor factual inaccuracies

**4**

- Key themes and concepts are partially identified, defined, and described
- Some facts/supporting details are included
- May have a major factual inaccuracy, but most information is correct

**3**

- Some key themes and concepts are identified, defined, and described
- Few facts/supporting details are included
- Has some correct and some incorrect information

**2**

- Few themes and concepts are identified, defined, and described
- Facts/supporting details are not included
- Information is largely inaccurate or irrelevant

**1**

- Key themes and concepts are not identified, defined, and described
- Facts/supporting details are not included
- Information is inaccurate or absent

### **REASONING**

*Analysis,,evaluation, and synthesis of evidence and the interplay among pedagogy, habits of mind, and thinking skills as related to performance in the classroom*

**6**

- Identifies and logically organizes all relevant evidence
- Uses appropriate and comprehensive critical thinking skills, core democratic values, and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches informed conclusions based on the evidence

**5**

- Identifies and logically organizes most of the relevant evidence
- Uses appropriate critical thinking skills, core democratic values, and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches informed conclusions based on the evidence

**4**

- Identifies and organizes some of the relevant evidence
- Uses partial critical thinking skills, core democratic values, and habits of mind to analyze, evaluate, and synthesize evidence

3

- Reaches informed conclusions based on the evidence
- Identifies some of the relevant evidence but omits other evidence
- Uses incomplete critical thinking skills, core democratic values, and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches incomplete conclusions based on the evidence

2

- Identifies little relevant evidence and omits most of the evidence
- Uses unclear or inappropriate critical thinking skills, core democratic values, and habits of mind to analyze, evaluate, and synthesize evidence
- Reaches inaccurate conclusions based on the evidence

1

- Important evidence relevant to the problem is not identified
- Critical thinking skills, core democratic values, and habits of mind are absent
- Conclusions are lacking or unclear

### **COMMUNICATION**

*Demonstrates knowledge and reasoning through oral, written, visual, dramatic, and mixed media presentations to illustrate disposition toward teaching*

6

- All ideas in the presentation are expressed in a way that provides evidence of the teacher's knowledge and reasoning processes
- The presentation is well focused with a well-defined thesis
- Presentation shows substantial evidence of organization
- Presentation shows attention to the details of specific performance conventions

**5**

- Most ideas in the presentation are expressed in a way that provides evidence of the teacher's knowledge and reasoning processes
- The presentation demonstrates a focus and thesis with minimal narrative gaps
- Presentation shows sufficient evidence of organization
- Presentation has minor mistakes in attention to the details of specific performance conventions

**4**

- Some ideas in the presentation are expressed in a way that provides evidence of the teacher's knowledge and reasoning processes
- The presentation demonstrates a focus and thesis with several narrative gaps
- Presentation demonstrates adequate evidence of organization
- Presentation has mistakes in attention to the details of specific performance conventions

**3**

- Few ideas in the presentation are expressed in a way that provides evidence of the teacher's knowledge and reasoning processes
- The presentation demonstrates an inadequate focus and thesis
- Presentation demonstrates inadequate evidence of organization
- Presentation has insufficient attention to the details of specific performance conventions

**2**

- Most ideas in the presentation are not clearly expressed
- The presentation demonstrates insufficient focus and a poorly defined thesis
- Presentation demonstrates insufficient evidence of organization
- Presentation has multiple mistakes in attention to the details of specific

performance conventions

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- Expression of all ideas in the presentation is unclear
  - The presentation demonstrates little focus and lacks a thesis
  - Presentation demonstrates little evidence of organization
  - Presentation has no attention to the details of specific performance conventions
- 
- A variety of appropriate teaching strategies are employed to help students meet or exceed standards
  - A variety of standard and alternative assessments are employed
  - Student work shows both enthusiasm for the assignment and achievement at or above grade level
  - Observation forms completed by supervisors are consistently excellent

**Proficient (Entry Level or Tenure Track) Teacher**

- Successful completion of mentoring program for new teachers
- Unit and lesson plans completed according to school district's performance conventions and standards
- Adapts instructional methods from student teaching to the school culture
- Employs instructional technology in the classroom
- A variety of teaching strategies are employed to help students meet or exceed standards
- A variety of standard and alternative assessments are employed
- Student work shows both enthusiasm for the assignment and expected grade level achievement
- Observation forms completed by supervisors are consistently excellent

### **Apprentice (Student) Teacher**

- Student teaching successfully completed
- Video tape reveals attempts to utilize a variety of instructional techniques in the classroom
- Locates effective materials developed by other professionals, including textbooks and published resources
- Unit and lesson plans were successfully implemented during student teaching
- Portfolio provides examples of a variety of students' work that meets or exceeds standards
- Knows how to review textbooks and teaching materials
- Outstanding references from cooperating teachers during student teaching
- Outstanding references from university supervisors during student teaching

### **Novice (Pre-service) Teacher**

- Shows an awareness of the importance of employing a variety of instructional strategies in the classroom
- Videotape or cooperating teacher's report indicates successful completion of scheduled micro-teaching during clinical experiences
- Develops a professional library of useful books and teaching materials
- Successfully completed scheduled professional education courses
- Successfully completed scheduled special history methods courses

### **DISPOSITION**

### **Master Teacher**

- Portfolio is well organized and carefully packaged
- Communicates in every class enthusiasm for teaching and history that motivates students
- Evidence of presentations about teaching and/or content at professional



conferences

- Assumes an active role in district in-service institutes and workshops
- Chairs school committees
- Advises other districts on mentoring new teachers, including student teachers and students completing clinical experiences
- Advises colleges and universities engaged in teacher education
- Participates in policy formation in national and state professional organizations
- Participates at a high level in the civic life of the community

### **Distinguished Teacher**

- Portfolio is well organized and carefully packaged
- Assumes leadership role in district or school committees
- Mentors new teachers into the district
- Serves as a cooperating teacher for student teachers
- Presents sessions at national, state, and local conferences
- Participates in the civic life of the community

### **Accomplished Teacher**

- Portfolio is well organized and carefully packaged
- Conducts sessions at state and local conferences
- Serves on district committees
- Serves as a cooperating teacher for student teachers
- Coaches school's academic competition teams
- Links school activities and community service projects

### **Proficient (Entry-Level or Tenure Track) Teacher**

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- Portfolio is well organized and carefully packaged
- Participates actively at meetings of professional organizations
- Serves as faculty advisor to school clubs and activities
- Promotes student participation in history and social science academic competitions
- Understands the community's social norms

### **Apprentice (Student) Teacher**

- Portfolio is well organized and carefully packaged
- Articulates in writing a philosophy of teaching
- Attends meetings of professional organizations
- Fulfilled out-of-class assignments required of student teachers
- Joins professional history and social studies organizations

### **Novice Teacher**

- Materials compiled in a developmental portfolio
- Develops professional work habits
- Knows how to study the environment of a community and its school's culture
- Joins professional organizations as student member
- Attends on-campus meeting of groups promoting teaching and learning



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