TEACHING AND LEARNING PROFESSIONAL PORTFOLIO – ILLINOIS*

* SkillsUSA Illinois State Only Contest

PURPOSE

The purpose of this contest is to recognize preparedness to enter the field of education for those enrolled in adolescent development or education preparation programs.

ELIGIBILITY

Individual Contest - Open to active SkillsUSA members enrolled in an adolescent development, educational exploration or education preparation program.

CLOTHING REQUIREMENTS
Class A: SkillsUSA Official Attire

- Red SkillsUSA blazer, windbreaker or sweater, or black or red SkillsUSA jacket
- Button-up, collared, white dress shirt (accompanied by a plain, solid black tie), white blouse (collarless or small-collared) or white turtleneck, with any collar not to extend into the lapel area of the blazer, sweater, windbreaker or jacket
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length, accompanied by black or skin-tone seamless hose)
- Black dress shoes

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
   a. One 30"x72" table
   b. Projection screen or display monitor
   c. One electrical 120 volt (15 amp) outlet
2. Supplied by the contestant:
   a. All materials and supplies needed for the presentation, including a computer, extension cords, etc.
   b. Professional Portfolio – including a one-page résumé.

SCOPE OF THE CONTEST

Knowledge Performance
Professional Development Career Readiness Assessment – Assesses preparedness to enter the workforce as defined by the SkillsUSA Framework, which identifies skills that are essential for success in the workplace and life. (5% of contest score).

There is no written technical skill knowledge exam for this contest.

Skill Performance
Contestants will create a portfolio, instructional demonstration video, and complete an interview presentation. Focus areas will include planning and preparation, creating an environment for learning, teaching and learning, and professional preparedness.

Contest Guidelines
Contestants will plan, instruct and reflect on a lesson for one of four instructional levels: Early Childhood, Elementary School, Middle School, High School or Special Education.

The lesson should be based around an objective that can be completed and assessed within one class/period. Consideration should be given to lesson activities that allow artifacts to be collected that shows student work as well as student learning assessment data.

Do not include identifying information of students enrolled in the laboratory classroom within the contest.

1. **Professional Portfolio**
   Each contestant is required to submit a three-ring, 1-inch loose-leaf binder. Pages must be limited to 25. Divider pages do not count toward the maximum number of pages allowed.

   Title Page — including contestants name, school and training program; as well as the lesson name, instructional level, intended grade, subject area and date the lesson was completed.

   Table of Contents — with page numbers.

Sections of Portfolio

   a. **Section 1: Planning and Preparation**

Lesson Plan — Design and develop a detailed original lesson plan that includes at least the following sections: Date of Lesson, Intended Length of Lesson, Standard(s), Unit or Theme, Objective(s), Materials, Lesson Activities/Components and Assessment/ Check for Understanding.

Planning and Preparation Commentary — Contestants should reflect upon their lesson and write a summary, of up to two-pages, that includes responses to the following questions:

- What are the specific learning targets of the lesson?
- Describe what your lesson will look like beginning, middle, and end.
- Briefly describe the students in your class (IEP, ELL, Behavior concerns, personality make-up, etc..). Do not include identifying information of students.
- How have you prepared (prior knowledge) your students for this lesson?
- How do you plan to assess the learning target for this lesson?

   b. **Section 2: Creating an Environment for Learning**

Top Three — Describe three activities/ actions the contestant will use to promote a positive classroom environment for learning in this lesson. This should be no longer than one-page.

   c. **Section 3: Teaching and Learning**

Lesson Materials — Include sample of instructional materials as well as brief descriptions of how they were used.

Student Work Samples — Provide examples, copies or photos of student work. Do not include identifying information of the students.

Instructional Reflection — Provide a substantive reflection on the lesson that was taught, of four pages or less. See #2 Instructional Demonstration Video. Cite specific timestamps of the video clip as evidence of effective instruction. Use these questions to guide and assist with the reflection:

- Which areas of teaching and learning does the contestant's video highlight? Explain why these were chosen and how they were demonstrated.
  - Using appropriate language with students.
  - Using questioning and discussion techniques.
  - Engaging students in learning
  - Assessment in instruction.
  - Demonstrating flexibility and responsiveness.
- How successful was the lesson? Did the students learn what was intended for them to learn? Provide evidence to support your answer.
- What was the greatest moment of engagement? How do you know?
- In which ways did you shift your lesson plan to address an emergent need of your students? Why? What impact did your changes have?
- As the contestant, imagine you had a chance to teach this lesson again to the same group of students. What would you do the same and/or differently to achieve the intended objective(s), and/or would you change the objective(s)? Explain.

Assessment Data & Reflection – Provide a report of assessment/check for understanding results proving students developed around the objective(s) set for the lesson.

In no more than one-page, review and reflect on students' assessment/check for understanding from the lesson. What do they reveal about students' progress toward and mastery of the objective(s)?

d. **Section 4: Professional Preparedness**

Résumé and Career Objectives — Prepare a current résumé. The contestant should include a written statement describing their career goal, plans to achieve that goal and competencies that have been mastered.

Certifications and Credentials — Provide copies of certifications and credentials as relevant to preparation for the education field.

References — Letters of reference from teachers, mentors, supervisors, employers or others who can verify the contestant's skill ability (limit of three).

Awards and Recognition — Include copies of certificates, documentation of leadership activities, news articles and supporting material to serve as proof of the contestant's achievements as relevant to preparation for the education field.

2. **Instructional Demonstration Video**
   From a recording of the entire lesson, contestants will select and submit an unedited (continuous), horizontally filmed clip of their instruction that is at least five (5) minutes but no more than ten (10) minutes. The clip should demonstrate the contestant's ability to show at least two (2) of the following:
   - Using appropriate language with students
   - Using questioning and discussion techniques
   - Engaging students in learning
   - Assessment in instruction
   - Demonstrating flexibility and responsiveness

   Before recording the video, ensure that appropriate permissions have been gathered from the parents/guardians of the students and from adults who appear in the video.

   Video submissions may be due prior to the SkillsUSA Illinois Championships.

3. **Presentation**
   Contestants should be prepared to make a five- to seven-minute oral presentation on their lesson/portfolio to the judges. This should provide an overview of the lesson and the outcomes. Contestants should not show their instructional demonstration video as part of their presentation.

   Contestants should anticipate answering questions from the judges including describing personal teaching philosophy. Contestants are strongly encouraged to use technology.

Standards and Competencies

TLPP 1.0 —Planning and Preparation

1.1   Demonstrating knowledge of content
1.2   Designing coherent instruction
1.3   Setting instructional outcomes
1.4   Demonstrating knowledge of resources
1.5   Demonstrating knowledge of students
1.6   Designing/execute student assessment

TLPP 2.0 — Creating an Environment for Learning

2.1   Creating an environment of respect and rapport
2.2   Organizing physical space
2.3   Establish a culture for learning
2.4   Managing classroom procedures
2.5   Managing student behavior

TLPP 3.0 — Teaching for Learning

3.1   Uses appropriate language with students
3.2   Using questioning and discussion techniques
3.3   Engaging students in learning
3.4   Assessment in instruction
3.5   Demonstrating flexibility and responsiveness

TLPP 4.0 — Professional Preparedness

4.1   Reflecting on teaching
4.2   Demonstrating professionalism
4.3   Growing and developing professionally
4.4   Maintaining accurate records

TLPP 5.0 — SkillsUSA Framework

5.1   Demonstrate mastery of the essential elements outlined within the SkillsUSA Framework.

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

As related to instructional demonstration.

Science Skills

As related to instructional demonstration.

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of verbal communication skills: word choice, pitch, feeling, tone and voice
- Demonstrate use of nonverbal communication skills: eye contact, posture and gestures using interviewing techniques to gain information
- Organize and synthesize information for use in written and oral presentations
- Use print, electronic databases and online resources to access information in books and articles

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: http://www.nctm.org.

Science Standards

- Understands the nature of scientific inquiry
- Understands the scientific enterprise

Source: McREL compendium of national science standards. To view and search the compendium, visit: http://www2.mcrel.org/compendium/browse.asp.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes
- Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language and genre to create, critique and discuss print and nonprint texts
- Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience
- Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: **IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.**