

Summit Academy EYE Portfolio Worksheet

This form shows the relationship between the the Summit Academy Teaching Standards, the Danielson Domains of Teaching Responsibility, the Utah Professional Teacher Standards, and the EYE Portfolio. The third column of this form lists examples of evidence that might be included in the portfolio. **Three examples each from the five Summit Academy areas of emphasis are required in the portfolio.** In column four, indicate your chosen evidence from the list provided or detail your own appropriate choice.

Summit Academy Area of Emphasis / Danielson Domains of Teaching Responsibility	Utah Professional Teacher Standards	Examples of Evidence	Chosen Evidence
I. Creating and maintaining a positive classroom environment Danielson #2: Classroom Environment	<i>1. The teacher understands cognitive, linguistic, emotional, and physical areas of student development.</i>	<ul style="list-style-type: none"> ● Routines and procedures ● Room arrangements and/or seating charts ● Daily schedules ● Disclosure statements ● Expanded examples of learning environments (i.e. centers, library, computers, PE, art, etc.) ● 	
	<i>3. The teacher works with learners to create environments that support individual and collaborative learning, positive social interactions, active engagements in learning, and self-motivation.</i>	<ul style="list-style-type: none"> ● Routines and procedures ● Room arrangements and/or seating charts ● Daily schedule ● Disclosure statements ● Lesson plans showing differentiation ● Evidence of collaboration ● Classroom management plans ● 	

<p>II. Planning curriculum and designing instruction to enhance student learning.</p> <p>Danielson #1: Planning and preparation</p>	<p><i>2. The teacher understands individual learner differences and cultural and linguistic diversity.</i></p>	<ul style="list-style-type: none"> ● Curriculum map aligned with UT Core ● Lesson plan aligned with UT Core ● Goals, objectives, and expectations ● Daily schedule ● Disclosure statements ● Lesson plan showing community building and/or cultural diversity ● Assessment diversity: formative and summative assessment options for the same skill ● Differentiation seen in lesson plan ● 	
	<p><i>4. The teacher understands the central concepts, tools of inquiry, and structures of the discipline.</i></p>	<ul style="list-style-type: none"> ● Curriculum map aligned with UT Core Standards. ● Lesson plan aligned with UT Core Standards ● Student product related to UT CS. ● Goals, objectives and expectations. ● 	
	<p><i>6. The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Core Curriculum standards, instructional best practices, and the community context.</i></p>	<ul style="list-style-type: none"> ● Curriculum map aligned with UT Core Standards. ● Lesson plan aligned with UT Core Standards ● Student product related to UT CS. ● Goals, objectives and expectations. ● 	

<p>III. Engaging and supporting all students in learning.</p> <p>Danielson #3: Instruction</p>	<p><i>7. The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections, and build skills to apply and extend knowledge in meaningful ways.</i></p>	<ul style="list-style-type: none"> ● Lesson plan demonstrating a variety of research-based strategies: (Problem solving, cause/effect analysis, brainstorming, grouping,) ● Menu of differentiated curriculum and/or activities showing a transfer to real-world problems ● Examples of use of multiple forms of instructional technology. ● Accommodating student needs: multiple forms of communication that promote understanding, academic/behavioral contracts, adjusted requirements, modified requirements, etc. ● 	
<p>IV. Assessing and evaluating student learning.</p> <p>Danielson #3: Instruction</p>	<p><i>5. The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.</i></p>	<ul style="list-style-type: none"> ● Examples of varied assessments: rubrics/checklists, tests/quizzes, student writing samples, product based projects, pre/post testing ● Electronic/hard copy gradebook ● Evidence of Utah Compose ● 	
	<p><i>8. The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.</i></p>	<ul style="list-style-type: none"> ● Examples of varied assessments: rubrics/checklists, tests/quizzes, student writing samples, pre/post testing. ● Electronic/hard copy gradebook ● Reflection journal spanning a full school year. 	

<p>V. Demonstrating professionalism to support student learning.</p> <p>Danielson #4: Professional responsibilities</p>	<p><i>9. The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.</i></p>	<ul style="list-style-type: none"> ● Mentor/mentee reports ● Professional Development: books read, conferences/workshops attended, collaboration w/colleagues evidence gathered, development plan created, etc... ● Substitute/Emergency lesson plans ● Parent communication log ● Evidence of participation in parent/student organizations. ● 	
	<p><i>10. The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.</i></p>	<ul style="list-style-type: none"> ● Positive teacher/parent communication evidence. ● Accurate instructional and non-instructional records. ● Yearly goals: informal, formal (PGP), etc... ● 	