

What is the Induction Portfolio?

The CSI Induction Program is based on the [Colorado Educator Quality Standards](#) which describe the knowledge and skills that are demonstrated by effective educators in Colorado. In order to ensure a common understanding of the state standards, CSI provides online modules to cover this content. Self-paced video modules provide an overview of the Colorado Educator Quality Standards, the Colorado Academic Standards and the Colorado Model Evaluation System. In addition, a fourth video module provides an orientation to CSI. While your school may have its own process for evaluation and may utilize a curriculum based on alternate core competencies or standards for instruction, it is important for all educators to understand the state-wide system.

After completing the video modules in September, you will use Google Classroom to build a professional portfolio that demonstrates your understanding of the Educator Quality Standards and your proficiency in implementing the Standards in the classroom. You will be asked to upload artifacts to the online portfolio by the last day of each month (October – April).

Online Submission Guidance

By the last day of each month, you must complete an artifact submission in the CSI online system. The submission is comprised of two parts:

1. Uploading artifact documents - work samples that create a snapshot of your practice in the classroom

A single artifact may be used to provide evidence for multiple standards, and up to five artifacts can be submitted each month. The Artifact Ideas section below lists some artifacts that you may want to consider. Please note that the list is not comprehensive. You are welcome to use your creativity in selecting artifacts.

2. Describing how these artifacts represent your skills and knowledge for each element and for the overall standard by reflecting on the following guiding questions:

- Why did you choose this artifact or collection of artifacts?
- How do the artifacts selected demonstrate your understanding of the standard and your ability to implement each element of the standard in your professional practice?
- What challenges did you encounter in implementing the standard or which components of the standard would you like to strengthen in the future?

Reflections should be 1 – 3 paragraphs in length.

You can upload to any Standard at any time. It is a great way to collect samples of your work product as you complete them. Work you do in August and September on unit planning may generate great artifacts for Quality Standard I, but the artifact isn't due until March. You can upload it early if you'd like. You can also remove it, if you get to March and decide you want to submit something else.

Artifact Ideas for Each Month

October: Quality Standard II, Elements A & D	
Classroom Management	Parent Communication
Classroom rules/expectations posted	Classroom webpage
Classroom behavior agreement/compact	Classroom newsletter
Behavior chart	Daily planner
Classroom layout design (photo)	Weekly folder
Lesson plan related to classroom culture	Letters/e-mails home
Check out slip	Parent contact log
Job charts	Copy of progress report
Seating chart	Student portfolio for parent conference
Bulletin boards	Report Card
Bell ringer activity	
Daily agenda posted (photo)	

November: Quality Standard II, Elements B & C
Diverse Learners
Modification/accommodation plans
Survey results from students
Choice menus for student projects
Lesson plans reflecting differentiation of instruction
Differentiated assessments
Demographics of diverse learners in your classroom including IEP,504,ALP, ELLs
Student Interest Inventories
Agendas/notes from trainings on diverse learners
Bulletin boards/PowerPoints, etc. reflecting diversity

December: Quality Standard III, Elements A, C, D, E, F

Instructional Strategies

Lesson plans reflecting teaching/reinforcing expectations

Graphs showing variety of assessment results and plans for using assessment data

Audio of questioning strategies used during lesson

Activities to address learning styles

Objectives posted and/or on student materials

Agendas/notes from trainings, PLCs that demonstrate continued professional development in content area/instructional methodology

Photos of student and/or teacher using technology

Web content developed for a lesson

Bell Ringers/Exit Tickets/KWL/Graphic Organizers

Roles for Group Work

Log of Articles/Books/Websites used to improve instruction

List (including dates) of activities or cooperative learning projects where different instructional levels of learning styles are being addressed

January: Quality Standard III, Element B

Assessment & Data

Sample classroom assessments

Pre-test/post-test data

Notes from meeting that reviewed interim or state assessments

Rubrics

Assessment results reflected in lesson plans

Student goal charts

Child study team/ problem solving and/or instructional decision making notes

Team meeting notes

Graphs of student growth

Screen shot of grade book

Procedures for grading, reviewing and returning work

Lesson plans modified to reteach concepts or skills that weren't attained

February: Quality Standard I, Elements A, B, C

Curriculum

Curriculum maps

Lesson plans aligned to standards/scope & sequence

Standards/Pacing Guides with notations

Units of Study

Reading, writing, listening, speaking embedded in lesson plan

Word wall, sentence stems, protocols for group work that demonstrate reading, writing, listening and speaking expectations

Activities that include mathematical concepts – understanding/creating graphs/charts, recognizing patterns, analyzing data

Interdisciplinary lesson plans

KWL, Pre-test data used for lesson planning

March: Quality Standard IV, Elements A & D

Teaming Structures & Leadership

Organizational chart of school teams

PLC Meeting Agendas/Minutes

Grade-Level or Content Meeting Agendas/Minutes

Study Group Agendas/Assignments

Screen shot of online community related to content, instructional strategies

RtI/MTSS Meeting Agenda/Minutes

Log of team meetings attended

School project/committee work

Handouts/presentation from professional development you facilitated

Evidence of participating in a PTO meeting, Board meeting, or other outside of classroom school advocacy

April: Quality Standard IV, Elements B & C

Reflection on Practice

Mentor Observation Form

Observation of a Model Lesson Form

End of Year Self-Assessment