

## Warren Wilson College Teacher Education Program Requirements Performance Assessment: The Four Envelopes Process

*The goal of the Teacher Education Program is that each graduate has become a reflective innovator serving in communities with head, heart, and hands.* In order to demonstrate that you have met this goal, the Four Envelopes Process requires you to give evidence of each of the identified program qualities in an evaluation notebook or portfolio. You will address each program quality in a personal essay, and you will also provide evidence of this quality from your practice as a student teacher. Some sources of evidence are required, and others you will choose. Each artifact you include as evidence must be carefully labeled. **Two copies of the evaluation notebook/ portfolio are required: one for you, and one for the permanent collection of the Teacher Education Program.**

### PERSONAL ESSAY REQUIRED FOR EACH PROGRAM QUALITY

Each essay must include a specific relevant example of the particular program quality as exemplified and demonstrated in your student teaching. Your essay must

- DESCRIBE the specific situation or event
- ANALYZE what was happening and why, in terms of the program quality
- REFLECT on what the event has taught you and how this learning will impact your future teaching

### WHAT IS AN ARTIFACT?

In order to provide evidence that you have accomplished and/or demonstrated the four program qualities (also known as the Four Envelopes), you will want to collect student work, classroom videotapes or photographs, classroom hand-outs, curricular materials, or other documentation of your work. It is most powerful to see what your students are able to do under your guidance and instruction. If student work samples are not available, lesson plans or materials you used for teaching are also appropriate. Whatever the artifact, *it must be labeled.*

### REQUIRED LABEL FOR EACH ARTIFACT

1. What is this? (Describe the teaching context and give other necessary information for understanding what this item represents.)
2. Why is it here? (Analyze how and why this piece of evidence demonstrates the chosen program quality.)
3. What does this artifact demonstrate about your learning and/or your students' learning?
4. How did these insights into learning lead to decisions for, or innovations in, your teaching?

*As you write your personal essay and complete the labels for each of your artifacts, be sure to pay attention to the bulleted examples provided for each program quality. However, you do not have to have a separate piece of evidence for each bullet point.*

**Program Quality #1: passion for, and commitment to, diverse learners and their learning**

- The student teacher demonstrated caring and concern for the students in his/her charge.
- The student teacher used knowledge of his/her students in order to create appropriate learning activities and experiences for students.
- The student teacher worked to understand students, parents, and the community through participation in the school and beyond.
- The student teacher successfully built on theoretical understandings of human development through practical teaching experiences.

Complete?	Required components	Brainstorming notes for items to include
	Personal essay on this program quality	
	Required Evidence 1. An essay on your educational philosophy you wrote for a course, service-learning, or an application prior to student teaching that illustrates your thinking about this program quality.	
	2. Selected Artifact #1 (artifacts are: student work, classroom videotape or photographs, classroom hand-outs, curricular materials, or other documentation)	
	3. Selected Artifact #2	
	4. Selected Artifact #3	

*As you write your personal essay and complete the labels for each of your artifacts, be sure to pay attention to the bulleted examples provided for each program quality. However, you do not have to have a separate piece of evidence for each bullet point.*

**Quality #2: agility and creativity in teaching, based on knowledge of academic subjects**

- The student teacher planned and executed lessons and designed instructional activities based on his /her knowledge of particular subjects
- The student teacher drew on experiences from the liberal arts, work, and service requirements at Warren Wilson College.
- The student teacher was agile in adapting teaching strategies to the needs of students
- The student teacher was creative in preparing materials to fit the understanding of the students in the classroom.

Complete?	Required components	Brainstorming notes for items to include
	Personal essay on this program quality	
	Required Evidence (each item must be labeled) 5. A unit you taught during student teaching – an organized sequence of activities or lessons based on a theme, topic, or genre.	
	6. Selected Artifact #4 (artifacts are: student work, classroom videotape or photographs, classroom hand-outs, curricular materials, or other documentation)	
	7. Selected Artifact #5	
	8. Selected Artifact #6	

*As you write your personal essay and complete the labels for each of your artifacts, be sure to pay attention to the bulleted examples provided for each program quality. However, you do not have to have a separate piece of evidence for each bullet point.*

**Quality #3: initiative and responsibility in managing and monitoring student development and learning**

- The student teacher demonstrated understanding of how to create and maintain a positive atmosphere for learning.
- The student teacher ensured that students were treated fairly both in the student teacher’s own actions and by others in the classroom.
- The student teacher assessed and documented student progress and used that information to shape curriculum and instruction.

Complete?	Required components	Brainstorming notes for items to include
	Personal essay on this program quality.	
	Required Evidence (each item must be labeled)  9. One or more documents that indicate the system you created, adapted, or used to maintain a successful classroom environment.	
	10. Selected Artifact #7 For Quality #3, <b>all three</b> of the selected artifacts must illustrate <i>your feedback to students and parents</i> about individual student progress and the quality of work in the classroom	
	11. Selected Artifact #8	
	12. Selected Artifact #9	

*As you write your personal essay and complete the labels for each of your artifacts, be sure to pay attention to the bulleted examples provided for each program quality. However, you do not have to have a separate piece of evidence for each bullet point.*

**Quality #4: self-reliance and collegiality within the teaching profession**

- The student teacher has learned to stand on his/her own as a teacher, but knows how to get the support, help, or advice that is needed.
- The student teacher has worked within a school's community, serving on committees or taking part in projects that go beyond the work of the individual classroom. (including grade level teams and coordination with specialty area teachers).
- The student teacher may have participated in the wider public or educational community in ways that have contributed to his/her knowledge of the roles and responsibilities of the teaching profession.
- The student teacher has successfully communicated with parents and other important adults in the students' lives.

Complete?	Required components	Brainstorming notes for items to include
	Personal essay on this program quality.	
	Required Evidence (each item must be labeled) 13. Documented communication with the cooperating teacher(s).	
	14. Documented communication with members of the grade-level team or department, or other professionals in the school.	
	15. Documented communication with parents and guardians.	