

University of Sioux Falls

Elementary Education/Secondary Education Portfolios

Name of Student:

Checklist of what should be included in Portfolio 1, which will meet IPC requirements: Clip all papers with a paper clip and put in a 9 X 12" envelope provided.

Portfolio 1 is due 1/31/11 – See page 9 for all due dates and information about cut scores and passing.

Required Background Information	Needs Improvement	Satisfactory
<input type="checkbox"/> Homepage with web address	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Resume	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Application for Student Teaching (SF District)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Unofficial Transcript (may be pulled from My.USF)	NA	NA
<input type="checkbox"/> USF Application for Student Teaching	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/> Homepage with web address	Print a copy of your home page to use as the cover sheet of your portfolio. Make sure your web address is on it.
<input type="checkbox"/> Resume	You will have an opportunity to change/add to it during your student teaching semester.
<input type="checkbox"/> Application for Student Teaching (SF District)	<p>Download from the Sioux Falls School District Website. Use this application even if you don't plan to student teach in the Sioux Falls School District.</p> <p>http://www.sf.k12.sd.us/SFSchoolDistrict/staff.aspx?sfsd=WebPointID%3d490%26NewsStoryID%3d0%26_TimeStamp_%3d12%2f31%2f9999+11%3a59%3a59+PM</p> <p>You may also look on My.USF under my courses, EDU 400 for the application.</p>
<input type="checkbox"/> Transcript	As required in the District application. You may pull your PAW transcript off.
<input type="radio"/> ST1 USF Student Teaching Data Form	<p>This is the information we use to determine classroom placement. We will do our best, with support from school districts and teachers, to place you in your first choice. Please be aware that preferred placement is not guaranteed.</p> <p>http://www.usiouxfalls.edu/index.php?option=com_content&task=view&id=191&Itemid=25</p> <p>The SFSD does not want students to "find" their placements. You may request a teacher, but please do not ask the teacher to student teach with him/her.</p> <p>You may also look on My.USF under my courses, EDU 400 for the application.</p>

Checklist of what should be included in Portfolio 2 which will meet USF requirements. Clip all portfolio sheets (not including artifacts) together and put in a 9 X 12" envelope.

Name of Student:

Portfolio 2 is due on 2/10/11

Required Background Information	Needs Improvement	Satisfactory
<input type="checkbox"/> Homepage with web address	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Reference Section in APA style (Include in the envelope/hard copy only)	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Curriculum Framework Reflection Sections. See each section for rubric score. Include the reflection sections only in the envelope so the reflections can be checked for grammar and spelling. The reflection section and artifacts will be online.		

<input type="checkbox"/> Homepage with web address	Print a copy of your home page to use as the cover sheet of your portfolio. Make sure your name and web address is on it.
<input type="checkbox"/> Reference Section	Complete a hard copy of a reference page for all sections. The reference page should be completed in APA style and be included in the envelope. If you need assistance with APA, please see the LMS site for further information.
<input type="checkbox"/> Curriculum Framework Reflection Sections	Print the reflections out in the following order: Servant Leader, Cognitive Mediator, Manager, Researcher, Evaluator, and Communicator.

****There are 2 required artifacts: The core sample in Servant Leader and a lesson plan in Cognitive Mediator section.**

Educator as a Servant Leader: Initials

20 points possible	Does Not Meet Basic Criteria 1	Meets Basic Criteria 3	Exceeds Basic Criteria 5
<p>Evidence of ministry or volunteer activities that demonstrate using service as the primary motivation for integrity, honesty, love, and respect for all persons.</p> <p>*Core Sample-Tables of demographic data from schools where you have completed 5 + hours of practicum per semester. See sample for more information.</p>	<p align="center">Technical Requirements for Servant Leader Artifacts:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Candidate includes at least four artifacts that demonstrate a balance between service and leadership. <input type="checkbox"/> Student includes the required core sample* <input type="checkbox"/> Shows understanding of responsibilities, commitment to students and learning. 		
<p>Content/Questions of Reflections for Teacher as Servant Leader</p> <p>Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>____ X 2 = ____</p>	<p><input type="checkbox"/> At least one of the five questions is answered completely for each artifact. The others are either not addressed, or simply mentioned:</p> <ul style="list-style-type: none"> *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model? 	<p><input type="checkbox"/> At least three of the five questions are answered completely and explicitly for each artifact:</p> <ul style="list-style-type: none"> *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model? 	<p><input type="checkbox"/> All five of the questions are answered completely and explicitly for each artifact:</p> <ul style="list-style-type: none"> *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *<u>how</u> is this artifact related to the curriculum model?
<p>Descriptions of why artifacts were chosen for Teacher as Servant Leader (Students cite theory/research to connect to the inclusion of the artifact) and quotes used are from research or scholarly sources *</p> <p>Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>____ X 1 = ____</p>	<p><input type="checkbox"/> Explains why one or more artifact (s) was/were chosen but does not make a connection to the artifact and theory/research.</p>	<p><input type="checkbox"/> Two artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>	<p><input type="checkbox"/> Four artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p> <p>*Can use bible for sources in Servant Leader Section. Do not reference bible on the reference page as per APA instructions. Cite only in the document.</p>

Educator as Cognitive Mediator- Initials:

20 points possible	Does Not Meet Basic Criteria 1	Meets Basic Criteria 3	Exceeds Basic Criteria 5
<p>Evidence of helping students elaborate knowledge, construct meaning, and problem solve. Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>*Lesson plan should focus on your preferred grade level. For example, if you are a secondary math major, please include a secondary math lesson plan.</p>	<p>Technical Requirements for Cognitive Mediator Artifacts:</p> <p><input type="checkbox"/> Candidate includes at least four artifacts from at least two different classes and identifies the class the artifact comes from</p> <p><input type="checkbox"/> Student includes the required lesson plan.*</p> <p><input type="checkbox"/> Artifacts demonstrate constructive teaching strategies/ methods/ instruction styles which stretch students to elaborate-create knowledge, construct meaning, and use creative problem solving.</p>		
<p>Content/Questions of Reflections for Teacher as Cognitive Mediator</p> <p>Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>____ X 2= ____</p>	<p><input type="checkbox"/> At least one of the five questions is answered completely. The others are either not addressed, or simply mentioned: *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> At least three of the five questions are answered completely and explicitly: *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> All five of the questions are answered completely and explicitly: *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>
<p>Descriptions of why artifacts were chosen for Teacher as Cognitive Mediator (Students cite theory/research to connect to the inclusion of the artifact)</p> <p>Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>____ X 2 = ____</p>	<p><input type="checkbox"/> Explains why one or more artifact (s) was/were chosen but does not make a connection to the artifact and theory/research.</p>	<p><input type="checkbox"/> Two artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>	<p><input type="checkbox"/> Four artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>

Educator as Manager- Initials:

20 points possible	Does Not Meet Basic Criteria 1	Meets Basic Criteria 3	Exceeds Basic Criteria 5
<p>Evidence of planning, creating a positive learning environment, and applying effective discipline.</p> <p>Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>Technical Requirements for Manager Artifacts:</p> <p><input type="checkbox"/> Candidate includes at least four artifacts which demonstrate understanding of establishing and maintaining positive learning environments, managing and monitoring student learning, and effective intervention strategies. (Candidate may include classroom layouts, I.E.P's, behavior contracts, token economies, etc.)</p>		
<p>Content/Questions of Reflections for Teacher as Manager</p> <p>Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>____ X 2 = ____</p>	<p><input type="checkbox"/> At least one of the five questions is answered completely. The others are either not addressed, or simply mentioned: *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> At least three of the five questions are answered completely and explicitly: *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> All five of the questions are answered completely and explicitly: *what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>
<p>Descriptions of why artifacts were chosen for Teacher as Manager (Students cite theory/research to connect to the inclusion of the artifact)</p> <p>Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>____ X 2 = ____</p>	<p><input type="checkbox"/> Explains why one or more artifact (s) was/were chosen but does not make a connection to the artifact and theory/research.</p>	<p><input type="checkbox"/> Two artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>	<p><input type="checkbox"/> Four artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>

Educator as Researcher-Initials:

20 points possible	Does Not Meet Basic Criteria 1	Meets Basic Criteria 3	Exceeds Basic Criteria 5
<p>Candidate's artifacts may show how to use different research style guides, making presentations to groups of individuals, coordinating events, teaching/researching alternative education classes (Bible camps, after school enrichment classes, tutoring).</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>Technical Requirements for Researcher Artifacts:</p> <p><input type="checkbox"/> Candidate includes at least four artifacts that demonstrate the ability to gather information from a variety of sources (Journals, books, Internet, interviews with other teachers/administrators, action research) and apply it to professional situations.</p>		
<p>Content/Questions of Reflections for Teacher as Researcher</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>____ X 2 = ____</p>	<p><input type="checkbox"/> At least one of the five questions is answered completely. The others are either not addressed, or simply mentioned:</p> <p>*what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> At least three of the five questions are answered completely and explicitly:</p> <p>*what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> All five of the questions are answered completely and explicitly:</p> <p>*what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *<u>how</u> is this artifact related to the curriculum model?</p>
<p>Descriptions of why artifacts were chosen for Teacher as Researcher (Students cite theory/research to connect to the inclusion of the artifact)</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>____ X 2 = ____</p>	<p><input type="checkbox"/> Explains why one or more artifact (s) was/were chosen but does not make a connection to the artifact and theory/research.</p>	<p><input type="checkbox"/> Two artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>	<p><input type="checkbox"/> Four artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>

Educator as Evaluator-Initials:

20 points possible	Does Not Meet Basic Criteria 1	Meets Basic Criteria 3	Exceeds Basic Criteria 5
<p>Evidence of effective evaluation of students to plan instruction.</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>Technical Requirements for Evaluator Artifacts:</p> <p><input type="checkbox"/> Candidate includes at least four artifacts that demonstrate understanding of a variety of the following evaluation components: Formal and informal assessment strategies; pre-instructional, formative, and summative assessment methods; traditional assessment and performance assessment with rubric or checklist evaluations; assessment data used in lesson planning/adjustment; recording and monitoring assessment data systems; self evaluations, peer/teacher evaluations.</p>		
<p>Content/Questions of Reflections for Teacher as Evaluator</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>___ X 2 = ___</p>	<p><input type="checkbox"/> At least one of the five questions is answered completely. The others are either not addressed, or simply mentioned:</p> <p>*what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> At least three of the five questions are answered completely and explicitly:</p> <p>*what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> All five of the questions are answered completely and explicitly:</p> <p>*what is the experience reflected, *what is the artifact, *what does the work say about my growing competence as a professional, *what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future, *<u>how</u> is this artifact related to the curriculum model?</p>
<p>Descriptions of why artifacts were chosen for Teacher as Evaluator (Students cite theory/research to connect to the inclusion of the artifact)</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>___ X 2 = ___</p>	<p><input type="checkbox"/> Explains why one or more artifact (s) was/were chosen but does not make a connection to the artifact and theory/research.</p>	<p><input type="checkbox"/> Two artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>	<p><input type="checkbox"/> Four artifacts are supported by an appropriate quote. <input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>

Educator as Communicator-Initials:

20 points possible	Does Not Meet Basic Criteria 1	Meets Basic Criteria 3	Exceeds Basic Criteria 5
<p>Evidence of use of a variety of modes of communication, of professional collaboration, and questioning skills.</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p>	<p>Technical Requirements for Communicator Artifacts:</p> <p><input type="checkbox"/> Candidate includes at least four artifacts which demonstrate communication skills (oral, written, media & technology),</p> <p><input type="checkbox"/> Demonstrated proficiency in professional collaboration and cooperative learning (peers, cooperating teachers, university instructors).</p>		
<p>Content/Questions of Reflections for Teacher as Communicator</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>___ X 2 = ___</p>	<p><input type="checkbox"/> At least one of the five questions is answered completely. The others are either not addressed, or simply mentioned:</p> <p>*what is the experience reflected,</p> <p>*what is the artifact,</p> <p>*what does the work say about my growing competence as a professional,</p> <p>*what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future,</p> <p>*how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> At least three of the five questions are answered explicitly and completely</p> <p>*what is the experience reflected,</p> <p>*what is the artifact,</p> <p>*what does the work say about my growing competence as a professional,</p> <p>*what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future,</p> <p>*how is this artifact related to the curriculum model?</p>	<p><input type="checkbox"/> All five of the questions are answered completely and explicitly:</p> <p>*what is the experience reflected,</p> <p>*what is the artifact,</p> <p>*what does the work say about my growing competence as a professional,</p> <p>*what will I do differently in the future-or how will the skills I have learned transfer to a classroom in the future,</p> <p>*how is this artifact related to the curriculum model?</p>
<p>Descriptions of why artifacts were chosen for Teacher as Communicator (Students cite theory/research to connect to the inclusion of the artifact)</p> <p>Revise this section?</p> <p><input type="checkbox"/> No <input type="checkbox"/> Yes</p> <p>___ X 2 = ___</p>	<p><input type="checkbox"/> Explains why one or more artifact (s) was/were chosen but does not make a connection to the artifact and theory/research.</p>	<p><input type="checkbox"/> Two artifacts are supported by an appropriate quote.</p> <p><input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>	<p><input type="checkbox"/> Four artifacts are supported by an appropriate quote.</p> <p><input type="checkbox"/> Quotes used are from research or scholarly sources. (Journals or text books. No quote banks)</p>

<p>Mechanics Technical Requirement Initials: ALL</p>	<p>Technical Requirement: Not Scored but must meet requirements or be revised.</p>							
<p>Grammar, capitalization, punctuation, spelling Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <table border="1" data-bbox="115 583 448 684"> <tr><td>SL</td><td>RES</td></tr> <tr><td>CM</td><td>EVL</td></tr> <tr><td>MAN</td><td>COM</td></tr> </table>	SL	RES	CM	EVL	MAN	COM	<p><input type="checkbox"/> The text has no errors in grammar, capitalization, punctuation, or spelling. No editing needed for mechanics.</p>	
SL	RES							
CM	EVL							
MAN	COM							
<p>Ease of Navigation Initials:</p>	<p>Technical Requirement: Not Scored but must meet requirements or be revised.</p>							
<p>How easy it is to navigate through the electronic portfolio? Revise this section? <input type="checkbox"/> No <input type="checkbox"/> Yes</p> <table border="1" data-bbox="115 1079 448 1180"> <tr><td>SL</td><td>RES</td></tr> <tr><td>CM</td><td>EVL</td></tr> <tr><td>MAN</td><td>COM</td></tr> </table>	SL	RES	CM	EVL	MAN	COM	<p><input type="checkbox"/> All of the portfolio navigation links and all sections (standards, artifacts, and reflections) connect back to the main table of contents.</p> <p><input type="checkbox"/> All external websites connect.</p>	
SL	RES							
CM	EVL							
MAN	COM							
<p>Total Points /120</p>	<p>Revise Sections? Yes No</p> <p>SL 5 Q, Q & A CM 5 Q, Q & A MAN 5 Q, Q & A RES 5 Q, Q & A EVL 5 Q, Q & A COM 5 Q, Q & A MEC NAV APA</p>	<p><input type="checkbox"/> Section 1 Portfolio Due to Ed office by: 1/31/11</p> <p><input type="checkbox"/> Ed office returns Section 1 Portfolio by 2/10/11</p> <p><input type="checkbox"/> Student revises final Section 1 Portfolio and returns by 2/17/11</p> <p><input type="checkbox"/> Section 2 Portfolio Due to Ed office by 2/10/11</p> <p><input type="checkbox"/> Ed office contacts candidate for an appointment to returns Section 2 Portfolio by 2/28/11</p> <p><input type="checkbox"/> Final Revisions for Section 2 Portfolio due to Ed Office by: 3/17/11</p>						

Scores of 3 are passing: they demonstrate basic competence in an area. Scores of 4 or 5 mean you have exceeded basic expectations. Scores of 1 or 2 are unacceptable. You will need to revise these sections before your portfolios are sent to IPC. The mechanics section and ease of navigation section will need to be revised if it does not meet technical requirements. Keep in mind that rubrics are not graded like in a traditional “A” – “F” grading system. A “3” is basic, satisfactory performance and a “5” means you have exceeded our expectations.

Based on the *first submission*, a person who scores 71 or lower on portfolio 2 may be denied the right to student teach fall, 2011. The portfolio is a critical assessment of your skills, abilities, and proficiencies and a score of 71 or lower would call into doubt your ability to successfully complete student teaching. If your score is 71 or lower, you will conference with the area chair to determine eligibility. Any appeal would be made to the Teacher Education Committee through contact with the Education Area Chair.

Descriptive Feedback: