1. This semester, there will be two portfolios. The first is your homepage with your name and webpage address, resume, application for student teaching (SFSD), USF application for student teaching, and a transcript from PAW. All of this can be clipped and put in a 9X12” envelope with your name on the front. Please use the enclosed envelope and paper to label your envelope (if you are turning it in this semester).

The second portfolio will include the homepage with your name and webpage address, your reflection sections (not the artifacts), and APA reference sections. Clip all the sheets together and put in a 9 X 12” envelope with your name on the front.

**\*\*\*YOU are responsible for knowing and keeping track of the due dates. Failure to submit the portfolios by any of the due dates may prevent you from student teaching the next semester. Check the due dates on the portfolio rubric.**

1. *The first portfolio you turn in is not a rough draft- it will be evaluated.* If you need an extension for any reason, you must get **written permission in advance**. The form must be approved and signed by Michelle Hanson, Julie McAreavey, and your advisor. Failure to turn the portfolio in by the due date or failure to follow the procedure outlined above ***may prevent*** you from student teaching in the next semester. ***Do not assume you will get the extension.***
2. Read the rubric *carefully. It is the* ***SURE*** *way to do well.*
3. Be careful to consider your reader. Avoid clashing colors (i.e. red type on purple background), distracting backgrounds (type on a field of moving flowers), and animations. Your portfolio reflections should be about content and not a demonstration of every wacky technology possibility out there. Remember the motto: Just because you can, doesn’t mean you should. Professionalism and elegant simplicity speak volumes.
4. Proofread, proofread, proofread. Then ask a friend to proofread!
5. Remember, one artifact can be used for multiple sections depending on your reflection. However, don’t use the same artifact for all six sections.
6. Avoid clichés.
7. Use professional language. Avoid using “you” and “their” in your reflections. You may use “I” since it is your work you are discussing. In most cases, write in 3rd person.
8. Use APA resources to assist you. See Owl Purdue for help with APA.
9. There are many possibilities for artifacts. Some include: Action research, taped or transcribed interviews, anecdotal records, language samples or observations, article reviews or critiques, tests, performance projects, rubrics, checklists, awards/certificates, case studies, research reports, philosophies (assessment, learning, classroom management), community resources, computer programs, cooperative learning strategies, lesson plans/units, essays, student evaluations, peer evaluations, observations/evaluations done on your performance, field trip plans, floor plans, goal statements, IEP plans, journals, letters, management/organization strategies and summary, media/technology samples, meetings/workshop log, pictures/photographs, position papers, problem solving logs, professional development plan, professional organizations and committees list, references, rules/procedures, seating arrangement diagrams and summary, self-assessment instrument, student contract, teacher made materials, video/computer critiques, volunteer experiences description, work experience description, etc. ***Just remember, it needs to be your work or a statement about your work!*** Don’t pull materials off of the web and use as an artifact! Every artifact must be an actual document you made or received/experienced. Linking to a website of an organization you worked does not count as an artifact.
10. Make sure all work or evaluations of children are kept anonymous. (Cross out student names, blur children’s faces in photos-use Irfanview or another photo manipulation program).
11. Be careful not to include two samples that are the same type of artifact. For example, two newsletters in the communicator section will only count as one artifact.
12. Present all materials positively.
13. If in doubt, ask for help. Ask your neighbors- ask Michelle or any of the Education Faculty.
14. Do not procrastinate! Get it done. We are well aware of the individuals who put the portfolio together a week before it is due.
15. Theory? Research? Where do I find it? Look at those textbooks or research articles you received in class. Look at the back of the book for a subject index and the front of your text for the table of contents.
16. Do not use a floating quote—it will not count as a connection to theory or research. Instead, find a quote that supports your artifact. It is obvious when students make the connection and when they are looking for any quote to use. Do not use quotes from a quote book/site ***or*** an Internet site. *It does not look good in a section to have all 4 quotes come from one source. Use multiple sources for each section*.
17. Check all the links before you turn your portfolio in. Try to keep your portfolio simple and easy to use.
18. ***This isn’t busywork***. It is a performance assessment to help you pull what you have learned about education together. Be proud of this work. We are proud of you when you put forth an effort!