

**MASTER OF SCIENCE IN EDUCATION:  
CURRICULUM AND INSTRUCTION  
Reflective Practitioner Electronic Portfolio**



Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_  
 Licensure(s) held: \_\_\_\_\_  
 Student ID: \_\_\_\_\_

Teaching Experience	Content/Grade	School/City
1.		
2.		
3.		

**Content Focus** (Please check one):

Individually Designed Program (Please check one):

Secondary Education

Middle Childhood/Early Adolescence

Early Childhood

Omro Cohort

ESL

ESL/Bilingual

RtI for the Classroom Teacher

Secondary Science Education – Physics

Teaching 2.0 (pilot program)

**Admission Date to Master's Program:** \_\_\_\_\_

Please reflect on your growth in the Wisconsin Teaching Standards/COEHS Conceptual Model to date. Be specific about courses or other activities. Self-assess your progress in each area and set goals for future learning. Describe how the components of the program may help you achieve your PDP goals. There are three reflection periods: 1) Entrance Assessment; 2) Candidacy Assessment; and 3) End of program Assessment.

**Candidacy completed:** (Please check one)

Yes

No

**Skillful Practitioner**

*DPI Teaching Standards 4, 5, 6, 7, 9*

- Identifies, tests and implements new ideas from the professional literature in own classroom.
- Demonstrates refined communication skills.
- Demonstrates use of technology to support instruction.

**Entrance Assessment:**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

\*\*\*\*\*

**Candidacy Assessment**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self Assessment of Progress in this area:

Goal:

\*\*\*\*\*

**End of Program Assessment:**

Level of Confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

**Pedagogy and Learning**

*DPI Teaching Standards 2, 3, 4, 7, 8*

- Designs learning experiences that reflect a clearly articulated model of learning.
- Understands how students differ in their approaches to learning.
- Designs learning experiences that promote authentic learning.
- Uses a variety of authentic assessment strategies.

**Entrance Assessment:**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

\*\*\*\*\*

**Candidacy Assessment**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self Assessment of Progress in this area:

Goal:

\*\*\*\*\*

**End of Program Assessment:**

Level of Confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

**Content and Curriculum**

*DPI Teaching Standards 1, 7, 8*

- **Demonstrates accurate, extensive knowledge of relevant discipline and subject areas and appropriate curricular standards.**
- **Designs and implements curricula that build upon students' prior knowledge.**
- **Designs and implements curricula that encourage students to question and interpret ideas from diverse perspectives.**
- **Designs and implements curricula that reflect real-life application.**

**Entrance Assessment:**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

\*\*\*\*\*

**Candidacy Assessment**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self Assessment of Progress in this area:

Goal:

\*\*\*\*\*

**End of Program Assessment:**

Level of Confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

**Diversity and Culture**

*DPI Teaching Standards 2, 3, 10*

- **Designs learning experiences that show sensitivity to differences in age, cultural and linguistic background, gender, ability and sexual orientation.**
- **Designs teaching and assessment strategies to ensure academic and social success for all learners.**
- **Develops professional and community partnerships in support of student learning and well-being.**

**Entrance Assessment:**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

\*\*\*\*\*

**Candidacy Assessment**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self Assessment of Progress in this area:

Goal:

\*\*\*\*\*

**End of Program Assessment:**

Level of Confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

**Change Agent**

- Participates in activities designed to make school a productive learning environment.
- Works to incorporate “best practices” of their field into classroom instruction.
- Speaks out against discrimination and name calling.
- Helps to develop the knowledge skills and dispositions for student to participate in a democratic society.

**Entrance Assessment:**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

\*\*\*\*\*

**Candidacy Assessment**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self Assessment of Progress in this area:

Goal:

\*\*\*\*\*

**End of Program Assessment:**

Level of Confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

**Reflective Professional**

- **Reflects on, analyzes, evaluates and learns from one’s own teaching.**
- **Considers the broader purposes of education and planning and teaching.**

**Entrance Assessment:**

Level of confidence in this area:

**Very Confident**

**Somewhat Confident**

**Not Confident**

**Self-Assessment of progress in this area:**

**Goal:**

\*\*\*\*\*

**Candidacy Assessment**

Level of confidence in this area:

**Very Confident**

**Somewhat Confident**

**Not Confident**

**Self Assessment of Progress in this area:**

**Goal:**

\*\*\*\*\*

**End of Program Assessment:**

Level of Confidence in this area:

**Very Confident**

**Somewhat Confident**

**Not Confident**

**Self-Assessment of progress in this area:**

**Goal:**

- **Participates in professional organizations and conferences.**

**Entrance Assessment:**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

\*\*\*\*\*

**Candidacy Assessment**

Level of confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self Assessment of Progress in this area:

Goal:

\*\*\*\*\*

**End of Program Assessment:**

Level of Confidence in this area:

Very Confident

Somewhat Confident

Not Confident

Self-Assessment of progress in this area:

Goal:

**Final Reflection**

*Upon completion of the program: A) Summarize what you are taking away from this master's program. Reflect on how you have grown as a professional. B) Provide feedback on strengths and areas where this master's program could be improved.*