

PREPARING YOUR PORTFOLIO

Requirements are listed on each tab of this handbook. Further explanation is included here for your use, as needed.

Once you have been admitted, put all of your **Admission Application Materials** and your **“Plan for Program Completion”** behind the **“Admission Application”** tab.

Your portfolio begins with your admission to the program and follows through your transition to teaching. It will provide a sample of your work across time that will reflect your progress, goals, and capabilities toward meeting the knowledge, skills, and dispositions as defined in Wisconsin’s Ten Standards for Teacher Development and Licensure and aligned with the College of Education and Human Services Conceptual Model of the “Educator as a Caring Intellectual”.

Your portfolio should facilitate your growth and understanding as well as demonstrate it. There are three distinct points in your professional program when your work toward the standards and your self-reflection and assessment of your progress will be evaluated to determine your readiness to move to the next level. These assessment points are identified as your “Initial Portfolio”, “Admission to Student Teaching Portfolio”, and “Transition to Teaching Portfolio”. Each of the tabs identified by the Ten Standards for Teacher Development and Licensure lists requirements and choices of artifacts to be included at each assessment point.

The artifacts in your portfolio can all be generated in your professional education course work. All courses are aligned with the standards and course syllabi indicate which of the standards are assessed in course assignments. If you choose to use a course assignment for your portfolio, it is **your responsibility to have the course instructor assess your understanding of that particular standard by rating, signing, and dating the rubric for that standard.**

NOTE: If you completed an assignment in a course not listed for a standard that you feel clearly demonstrates your knowledge and understanding of that particular standard, you may include that assignment as an artifact. Again, it is **your responsibility to have the course instructor complete the rubric.**

NOTE: Several of your instructors will include the rubric for each standard that a course assignment addresses in their syllabi or with the instructions for that assignment. If a rubric is not included, please provide the course instructor with the appropriate **“Portfolio Item Scoring Rubric by WI Educator Standard”** to rate, sign and date for **that particular** portfolio submission. Each separate rubric is included in the **Appendices** of this handbook as indicated:

Appendix A = “Initial Portfolio Item Scoring Rubric”

Appendix B = “Admission to Student Teaching Portfolio Item Scoring Rubric”

Appendix C = “Transition to Teaching Portfolio Item Scoring Rubric”

Writing a Reflection Paper for Standard Nine

Reflection is what allows us to learn from our experiences; it is an assessment of where we have been and where we want to be next. ---Wolf & Siu-Rumyan

“Reflection” distinguishes your Portfolio from a teaching scrapbook. Your understanding of each of the Ten Standards for Teacher Development and Licensure and your ability to apply them to teaching and learning come together in the reflections you write based on the artifacts you have included in your portfolio.

Analysis and evaluation are inherent in the process of reflection. The insights you gain contribute to your process of discovery about yourself as a teacher and ultimately on-going improvement of teaching and learning. *Reflective teachers constantly evaluate their goals and objectives, step back to look at their own teaching/learning performance, become keen observers of students (and other teachers), realize that student responses provide assessment information on a daily basis, and adjust their approaches to fit their situations (Paris & Ayres, 1994, p. 132).*

For an in-depth description of the Sample Knowledge, Skills, Dispositions for the Ten Standards developed by the Interstate New Teachers Assessment and Support Consortium (INTASC), visit the website www.dpi.state.wi.us/tepd/pdf/10kdp.pdf.

School, Community and Professional Organizations and PK-12 Standards for Standard Ten

What you will do in your classroom as a teacher is often impacted by other teachers, parent and community groups, local, state and national governments, professional organizations and many others. Many times they will provide various and sometimes free resources to assist you in your teaching. They will almost always offer opportunities for professional development. Oftentimes they will provide information in regard to laws related to students’ rights and your responsibilities as a teacher. Your awareness and understanding of the varied groups and organizations and the resources and support they can provide plays a critical role in your career as a teacher.

See the **Appendices** for a detailed listing of UW Oshkosh websites and Professional Organization websites.

There are various UW Oshkosh campus organizations that provide opportunities for leadership and skill building that will benefit you as a future teacher. You can familiarize yourself with these at www.uwosh.edu/stuaff/studenthandbook.

School and community groups and organizations offer opportunities for you to work with children and youth. Boys and Girls Clubs, Big Brothers/Big Sisters, church youth groups, Special Olympics, After School Programs, tutoring programs and many others are positive places where you can play an active role in supporting parents’ and schools’ efforts to promote healthy behaviors and relationships for children and youth.

IMPORTANT: READ the information found in the **PRAXIS** tab. You **MUST** meet the program deadlines for submitting your PASSING scores on the specific content exam required for your licensure area to be eligible for your student teaching semester.