

University of Wisconsin – La Crosse
Health Education & Health Promotion Department
School Health Program

Preparing to Teach Portfolio Guidelines

The Preparing to Teach Portfolio is a compilation of artifacts of best teaching and learning efforts collected from the professional preparation sequence. As a result, teacher candidates will be able to articulate where they stand as professional educators as they prepare to enter student teaching. By organizing these documents, teacher candidates will be able to demonstrate the coherence among the artifacts, and to reflect on a deeper level about their experiences, teaching philosophy, and pedagogy.

Specifically, this portfolio will document the teacher candidates' competency in all 10 of the Wisconsin Teacher Standards (WITS). **The following artifacts are to be included in the "Preparing to Teach Portfolio":**

- philosophy paper (SHE 415)
- reflection paper from micro-teaching (SHE 310)
- 1 independently developed and taught unit (SHE 410)
- my evaluation of a peer's video/unit during Level III experience (SHE 410)
- reflection paper from video-taped lesson that focuses on classroom management and motivation (SHE 410)
- journal entry that identifies the goals you established for Level III clinical (Round #2 placement) (SHE 410)
- advocacy campaign (SHE 415)
- emerging leader rubric (SHE 415)
- professional development plan (SHE 415)
- grant application (SHE 415)
- support from any 3 additional artifacts of your choice

Teacher Candidates must submit their completed portfolios to their assigned school health portfolio faculty advisor by the specified due date. After portfolios have been reviewed by the Preparing to Teach Portfolio Committee, teacher candidates will receive confirmation of acceptance or rejection. If any artifact in the portfolio is unacceptable the portfolio is unacceptable. Teacher Candidates will be allowed to resubmit the portfolio for acceptance one additional time prior to student teaching.

Preparing to Teach Portfolio Reflection Narrative Guidelines

Goal:

The PTP should provide evidence that supports how you have progressed in the Wisconsin Teacher Standards throughout your SHE program. (e.g., what would you use to describe how you have evolved/changed in “understanding differences”—WITS 3). To help illustrate the comprehensiveness of your understanding of and growth in the WITS, one artifact should be aligned with all 10 WITS. Then, select two artifacts that provide evidence and support your growth in each of the 10 WITS.

Part I

Consider your professional preparation at the University of Wisconsin-La Crosse to date. Describe how these experiences have helped you prepare for student teaching. In addition, describe how these experiences have helped you to progress towards competency in the Wisconsin Teacher Standards. In your reflection, identify the standard you are addressing (e.g., I began developing proficiency with WIT #9 when...). Also, state the specific course name (e.g., SHE 310- Introduction to Curricular Processes and Instructional Techniques) the first time you address it. Thereafter, use only the course number (e.g., 310) in your reflection.

Part II

Next, select four Wisconsin Teacher Standards and three knowledge, skills, or dispositions for each standard you would like to especially focus on and improve while student teaching. Please choose a variety of knowledge, dispositions, and skills to describe your competency. Keep in mind, the “Standards in Practice” self-reflection should be used as a guide when identifying them. Finally, describe possible strategies that you could utilize to improve competency in these standards.