

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

Student Teaching Portfolio Guidelines

The Student Teaching Portfolio is a document that illustrates your competence in each of the ten Wisconsin Teaching Standards (WITS). It includes at least ten of your best teaching/learning efforts from your student experience teaching. Your reflection narrative should articulate at least three connections (knowledge, skills, and/or dispositions) between the Standard and each artifact. Five of the “required” artifacts are identified below. Select an additional five artifacts of your choice that best support your competence.

The required artifacts:

- 2 independently developed and taught units (1 from each placement level; using the Unit Plan Guidelines provided in SHE410);
- video-taped lesson and reflection that can be used to support any of the Standards;
- a written summary of the benchmark meeting with your cooperating teacher and university supervisor, reflecting the achievements and goals set as a result of the meeting;
- a reflection on the progress made on the “goals set” in the Preparing to Teach Portfolio to present; and
- a Professional Development Plan that reflects the goals you have set for yourself as a new professional (revised PDP develop in SHE 415).

Teacher Candidates (TC) must submit their completed portfolios to their assigned school health portfolio advisor for approval by Student Seminar Session (Friday before graduation). If returned to the Teacher Candidate for revisions, the portfolio may be submitted one additional time for approval before the completion of student teaching. Once the portfolio is determined to at least “meet” competency, certification processes are initiated.

Student Teaching Portfolio Reflection Narrative Guidelines

Consider your student teaching experience and describe how both placements have helped you prepare to be a licensed teacher. In addition, describe how these experiences have helped you progress towards competency in the WITS. More specifically, describe how you worked to improve on the standards that were identified as your goals in the “Preparing to Teach” portfolio. Were you successful in the attempt to improve your competency within the standards? Why or why not? How did this affect your students’ learning? What goals should you set at this point in your development to continue your professional growth?