

PORTFOLIO PROCESS (PETE)

WHAT TO SAY WHEN A STUDENT ASKS ABOUT THE PORTFOLIO:

- Step 1: Make sure you, as an advisor, have gone to the website and read the portfolio material
- Step 2: Direct the students to this page – they can get a lot of their questions asked by reading this information
- Step 3: Key points to address
 - Students must obtain 3-5 signatures from instructors signifying that they have artifacts and reflective statements to show growth toward 3-5 of the standards – *before completing 225/226*
 - One artifact can be used for multiple standards but each standard must have a separate reflective statement
 - The instructor who assigned the artifact grades the artifact and assesses the reflective statement and then will be the one responsible for signing off on this standard
 - If the artifact is NOT an assignment from a class, the student should take it and the reflective statement to their advisor for the signature
 - *Before the completion of 225/226* students should arrange a 15 minute meeting with their advisor to showcase their portfolio. This meeting should involve sharing of artifacts, reflections, and signature page along with a conversation about professional development goals and growth.
 - Students must identify artifacts and reflective statements for the remainder of the standards while *enrolled in Junior Block and 424* – the students should have 10 signatures *before beginning student teaching*
 - The same process as outlined above will be repeated at this time.
 - Before completion of the *semester before student teaching* the student will arrange a meeting with their advisor to showcase the entire portfolio
 - Student teachers will begin with a clean slate and will work on replacing old artifacts with ones collected/created/experienced during student teaching – i.e. developmental process
 - Student teachers must share their completed portfolio with their *supervising teacher*
 - Completed portfolios will be turned into the student teacher coordinator and will be showcased during program evaluation day

Special Note: All students who are earning a concentration in Special Physical Education should be adding artifacts that represent growth in the standards as specifically related to their experiences in adapted physical education. They do not need to represent each standard for adapted but this should be integrated with the rest of the portfolio. We are also working on making the Health/PE double majors' process a bit more streamlined. *At this time however double majors are required to complete 2 separate portfolios.*

WHAT TO SAY/DO WHEN A STUDENT ASKS YOU TO SIGN OFF:

When a student brings their signature sheet to you and asks you to sign off a standard, it is critical that you take the time to read and assess the reflective statement before signing the signature page - don't just sign it right there. Student should only be bringing their sheet to you if you were the instructor who assigned and graded the artifact. The only exception to this would be if the student is using an artifact that is not related to a specific class, in this case the student will bring their signature sheet to their advisor.

- Step 1: review the artifact – do not re-grade it just review to refresh your memory
- Step 2: review the standard – not just the one or two word description but fully review what the standard is about
- Step 3: read the reflection statement looking for the following 3 items
 - Does the student briefly describe the artifact? They do not have to rewrite the standard
 - Does the student identify and describe the learning that occurred as a result of completing this artifact?
 - Does the student reflect on the relationship of this learning to the specific standard? Do they link the learning to the personal and professional growth shown in development of this specific standard? This should be specific to the artifact and to the standard, not merely generic statements about the standard only. This will be the most difficult part for them to write and for us to assess.
 - If you find their reflection not adequate, suggest that they refer to the Knowledge, Skills, and Dispositions for each standard as provided on the website. These provide nice direction for students – their reflective statements should be driven by these KSDs.

Special Note: You may want to consider assigning a reflective statement with certain assignments that you believe would be valuable artifacts. This way you could grade the artifact and the reflection at the same time, and then sign the signature page right away. Put this information right in your syllabus next to the course objectives – identifying what assignment will allow them to meet an objective and how that assignment could be used for a specific standard.

Special Note for Advisors who are assigned a Transfer Student: It is critical that you help these students begin this process immediately. Begin with the SOE website information and sending them to TLC. Artifacts completed while the student was at a different school can be used and should be taken to the new UWL advisor.

Reflection of Personal Growth on Beginning Teacher Standards

Begin by describing the artifact ... *The artifact chosen to represent standard #6 is an interactive healthy choices bulletin board designed for an elementary school. I have included a picture of the finished product in my eportfolio. This artifact was part of an advocacy assignment completed in elementary methods. Students not only read the information on the bulletin board but were asked to complete specific tasks, using multiple communication modes.*

Next, describe/discuss the learning that occurred as a result of completing this assignment/task ... *While creating this bulletin board I learned a great deal about creatively displaying and communicating information such that it is not only appropriate for elementary students, but that it is also highly engaging. I specifically learned that information had to be colorful, welcoming, and easy to understand, if I wanted students to take the time to stop and read/participate. My goal was to communicate important information in a motivating manner. I was especially intrigued at the students' inherent interest in using the bulletin board numerous times; it seemed to never become boring for them.*

Lastly and most importantly, discuss/reflect upon how this artifact supports growth toward the specific standard ... *Standard #6 stresses the importance of developing multiple communication skills. My interactive bulletin board displays my ability to utilize media communication to motivate students to engage in cognitive, affective and physical growth. Students had to notice the board, read it, understand it, and then use the information to complete a variety of learning tasks, which were then assessed-again using written or verbal communication. My bulletin board design highlights my understanding of matching communication with student's cognitive level of understanding by using progressive organization and appropriate vocabulary. The board also requires students to use diverse communication modes, taking advantage of multiple learning style preferences -- students respond to questions through writing, verbally sharing with a friend or family member, physically moving through a specific task, or creating a drawing/collage. This artifact also highlights my knowledge of students need for relevance by using pictures of students participating in tasks who had similar characteristics. Creating relevance is a valuable tool if teachers want communication to result in long term learning. I also used bright colors with bold backgrounds to grab their attention -- attention is essential for any communication process to begin. Lastly, by including an interactive component, I showed my understanding of students need for instant feedback when communicating. Each of the above descriptive examples represents how this specific artifact partially displays my current growth on standard #6.*