Setting up the Phase 1 Portfolio

Purpose of Portfolio Assessment:
The portfolio provides a qualitative means of assessing student progress at important points in the teacher development process. This highly individualized product allows the candidate an opportunity to demonstrate his/her unique qualification for the profession. The portfolio should contain a collection of documents that provides tangible evidence of the knowledge, skills, and dispositions each candidate possesses as a growing professional (Campbell, 2006).

1. Title page must include:
   - Your name
   - Phase 1 Portfolio
   - Area of certification (EC-MC, MC-EA, EA-A, EC-A)
   - Major
   - Minor
     - Concentration areas apply ONLY to EA-A Broadfield Social Studies, Science and Adapted Physical Education licensure areas.

2. Application materials
   The following items must be submitted in hard copy to the Education Office by August 25 for fall application and January 25 for spring application:
   - TEP application form
   - (2) Reference forms
   - Program Plan signed by advisor(s)
   - PPST scores
   - Letter of exception (if applicable)
   The following items will be submitted in your portfolio:
   - Letter of consideration for admittance to the program (see template 1.1)
   - Completed coursework (see template 1.2)
   - Documentation of 150 hours of work with children (see template 1.3)
   - Statement of Educational Philosophy-2 page maximum (see template 1.4)

3. Guiding Principles
   - Section 1 Constructivism
   - Section 2 Cultural Sensitivity
   - Section 3 Curricular Integration
   - Section 4 Multiculturalism
   - Section 5 Reflection

   Each section will include two components:
   - Annotations (see template 1.5)
   - Artifact Rationales (see template 1.6)

General Information
   - Any use of photographs of children requires written permission from a parent or legal guardian and must be included.
   - When referring to students/teachers, use pseudonyms.
   - Phase I rubric will be resubmitted in Phase II and III portfolios.
Scoring the Phase 1 Portfolio

- All application materials must be included for a portfolio to be considered for evaluation.
- Each of the 5 sections and the Letter of Consideration must receive a score of **Proficient** or above.
- If one or more sections are missing or not proficient, you will have **ONE** opportunity for resubmission. **You must resubmit revisions within 2 weeks. It is your responsibility to contact the reader once you resubmit.**
- If your binder is deemed **Unacceptable** after your resubmission, you are eligible to reapply to the TEP the following semester.

Letter of Consideration (Template 1.1)

Your letter of consideration (2 page maximum) for admittance to the Teacher Education Program at Carroll University must:

- Provide your rationale for choosing the field of education.
- Identify the current strengths you bring to the program - the knowledge, skills and dispositions you possess - and how these will make you a good teacher.
- Identify areas of growth - the knowledge, skills and dispositions you hope to develop throughout the program.
- Use business letter format

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Revisions Required</th>
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</thead>
<tbody>
<tr>
<td>Clearly articulates a rationale for choosing a career in education.</td>
<td>Rationale is absent or unclear.</td>
</tr>
<tr>
<td>Identifies and analyzes your strengths along with your areas of growth.</td>
<td>Analysis of strengths and/or areas of growth is absent, inadequate, or inconsistent.</td>
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<tr>
<td>Spelling, capitalization, punctuation, grammar and usage are correct.</td>
<td>Improper conventions.</td>
</tr>
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Completed Coursework (Template 1.2)

MAJOR ___________________________ MINOR ___________________________

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructor</th>
<th>When</th>
<th>Where (if not at Carroll)</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 123</td>
<td>Smith</td>
<td>FA 04</td>
<td></td>
<td>BC</td>
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</table>
Documentation of 150 Hours of Work with Children (Template 1.3)

- These hours are in addition to the requirements of EDU 210 and EDU 311.
- These hours must be verifiable by the school or agency.
- See directions noted earlier in the TEP handbook.

<table>
<thead>
<tr>
<th>School/Agency</th>
<th>When</th>
<th>Contact person</th>
<th>Phone</th>
<th>Responsibilities</th>
<th>No. of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>YMCA Day camp</td>
<td>Summer ‘06</td>
<td>Jay Smith</td>
<td>555-1234</td>
<td>Facilitating athletic &amp; academic activities for kids</td>
<td>40</td>
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</table>

Statement of Working Educational Philosophy (Template 1.4)

- What are your beliefs and ideas regarding children as learners?
- What are your beliefs and viewpoint regarding the purpose of education?
- What are your beliefs and values regarding the content of education and what is taught in schools today?
- What are your beliefs regarding teaching and the role of teachers in the classroom?

Annotations (Template 1.5)

Compile an annotated reading list of at least 5 self selected professional journal articles that have influenced the way you think about teaching and learning. Please submit the article as an attachment. You must have at least one entry for each Guiding Principle. In addition, cross reference the specific Guiding Principle with one of the Wisconsin Standards for Teacher Development.

Please use the following format:
- Guiding Principle and WITS to which the entry relates
- Bibliographic information in proper APA format
- A brief summary of the resource (approximately 1 paragraph for the summary)
- An explanation of how the resource relates to the Guiding Principle and WITS
- An explanation of how the resource influences you as a teacher/learner

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<tbody>
<tr>
<td>Follows format and briefly summarizes the resource.</td>
<td>Revisions are necessary if any of the requirements are absent, inadequate or inconsistent.</td>
</tr>
</tbody>
</table>

Demonstrates an understanding of how the resource connects to a Guiding Principle and at least one WITS.

Includes how the resource has influenced you as a teacher/learner.
Artifact Rationales (Template 1.6)

General Information
- Artifact suggestions: Handouts, assessments, projects, forms, journal reflections, detailed descriptions of instructional methods, classroom management techniques, etc.
- ALL artifacts must be submitted as documents or pictures
  Note: A variety of artifacts should be included to demonstrate an understanding of the Guiding Principles and Wisconsin Teacher Standards
- When submitting artifacts from coursework, provide the original work with instructor comments.
- Please keep in mind that, due to the broader context of the admission portfolio, the evaluation criteria may differ from the criteria used for coursework. For example, although an assignment developed in a course may have been evaluated highly by the instructor, this does not ensure that the written rationale correlates to a proficient understanding of the Guiding Principles or WITS.

1. Context
- Provide a brief description of where you acquired the artifact
  - If it is an instructional experience, include the setting, age group with whom you’ve worked, and your responsibilities.
  - If it is from a course that you have taken, please identify the course and provide a brief description of the artifact.

<table>
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<tr>
<th>Acceptable</th>
<th>Revisions Required</th>
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<tbody>
<tr>
<td>Provides a brief summary of the instructional experience where you</td>
<td>Revisions are necessary if any of the requirements are</td>
</tr>
<tr>
<td>acquired the artifact. Include the setting, age group with whom you've</td>
<td>absent.</td>
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<tr>
<td>worked and your responsibilities.</td>
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2. Rationale
- Analyze the artifact for ways in which it does/does not exemplify the Guiding Principle.
- In addition, articulate how the Guiding Principle and artifact relate to one of the Wisconsin Teacher Standards (WITS).

<table>
<thead>
<tr>
<th>Understanding of the Guiding Principle</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
<th>Minimal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceptional</td>
<td>Articulates a considerably thoughtful analysis related to the Guiding Principle and the artifact.</td>
<td>Articulates a thorough analysis related to the Guiding Principle and the artifact.</td>
<td>Articulates a limited or inconsistent analysis related to the Guiding Principle and the artifact.</td>
<td>Analysis of the Guiding Principle is absent or not clearly articulated.</td>
</tr>
<tr>
<td>Connect to the WITS</td>
<td>Exceptional</td>
<td>Proficient</td>
<td>Developing</td>
<td>Minimal</td>
</tr>
<tr>
<td>Exceptional</td>
<td>Demonstrates a considerable understanding of meaningful connections between the Guiding Principle and WITS.</td>
<td>Demonstrates a thorough understanding of meaningful connections between the Guiding Principle and WITS.</td>
<td>Demonstrates a limited or inconsistent understanding of connections between the Guiding Principle and WITS.</td>
<td>Understanding of connections between the Guiding Principles and WITS is absent or inadequate.</td>
</tr>
</tbody>
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