Setting up the Phase II 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 2 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**
   - Student Teaching application must be submitted per the deadline to the education office
   - Submit the following items in your portfolio:
     - Letter of Introduction (see template 2.1) - Use business letter format
     - Phase 1 portfolio rubric

3. **Wisconsin Teacher Standards (WITS)**
   - Section 1 Teachers know the subjects they are teaching.
   - Section 2 Teachers know how children grow.
   - Section 3 Teachers understand that children learn differently.
   - Section 4 Teachers know how to teach.
   - Section 5 Teachers know how to manage a class.
   - Section 6 Teachers communicate well.
   - Section 7 Teachers are able to plan different kinds of lessons.
   - Section 8 Teachers know how to test for student progress.
   - Section 9 Teachers are able to evaluate themselves.
   - Section 10 Teachers are connected with other teachers and the community

   - You will demonstrate your **understanding** of the connections between the WITS and the Guiding Principles
     1. Provide an artifact for each section of the portfolio
     2. Write a rationale for each section of the portfolio to articulate how the artifact represents the chosen WITS and Guiding Principle.

   - Two or more of the artifacts must be **self-generated**
   - **You must connect to each Guiding Principle at least once**
   - An artifact may be used more than once
   - 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
Scoring the Phase II Portfolio

- Each of the 10 sections 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 student teach the following semester.

Letter of Introduction (Template 2.1)

Write a letter of introduction (approximately 1 page) to be included in your phase 2 portfolio. This letter should let the reader know what makes you unique and what special contributions you can make to a school as a student teacher from Carroll University.

Include the following information using a business letter format:
- A paragraph summarizing your beliefs about teaching and learning
- Your Major and Minor(s) and any coursework in a specialty area
- The knowledge, skills and dispositions you bring to the profession
- Your experience (field experiences, education related employment, and/or other related experiences).

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Revisions Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clearly articulates your beliefs about teaching and learning.</td>
<td>Revisions are necessary if any of the requirements are absent, inadequate or inconsistent.</td>
</tr>
<tr>
<td>Identifies Major(s) and Minor(s) and any coursework in a specialty area.</td>
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<tr>
<td>Identifies the knowledge, skills and dispositions you bring to the profession.</td>
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<tr>
<td>Includes education related experiences.</td>
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<tr>
<td>Applies proper conventions (spelling, capitalization, punctuation, grammar and usage).</td>
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</table>

Rationale (Template 2.2)

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.
   - Clearly state to which WITS and Guiding Principle the artifact is connected, and whether the artifact is self-generated or from an outside resource.
<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Revisions Required</th>
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</thead>
<tbody>
<tr>
<td>Provides a brief summary of the instructional experience where you</td>
<td>Revisions are necessary if any of the requirements are absent.</td>
</tr>
<tr>
<td>acquired the artifact. Include the setting, age group with whom you've</td>
<td></td>
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<tr>
<td>worked and your responsibilities.</td>
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2. **Rationale**
- Analyze each artifact for ways in which it exemplifies the WITS.
- Cross reference the specific WITS with at least one of the Guiding Principles.
- Discuss the impact on your own teaching practice and student learning.

<table>
<thead>
<tr>
<th>Understanding of the WITS</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
<th>Minimal</th>
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</thead>
<tbody>
<tr>
<td>Articulates a considerably thoughtful analysis related to the WITS and the artifact.</td>
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</table>

<table>
<thead>
<tr>
<th>Connect to the Guiding Principle</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
<th>Minimal</th>
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</thead>
<tbody>
<tr>
<td>Demonstrates a considerable understanding of meaningful connections between the Guiding Principle and WITS.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Impact on teaching practice and student learning</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
<th>Minimal</th>
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</thead>
<tbody>
<tr>
<td>Provides a concise description of significant implications for teaching practice and student learning.</td>
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**General Information**
- When submitting artifacts from coursework, provide the original work with instructor comments.
- Please keep in mind that, due to the broader context of the Phase 2 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 it correlates to a proficient understanding of the WITS or the Guiding Principles.
- Artifacts can include, but are not limited to: Handouts, assessments, papers, projects, lesson plans, etc.