Setting up the Phase III 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:**
   o Your name
   o Phase 3 portfolio
   o Area of certification *(EC-MC, MC-EA, EA-A, EC-A)*
   o Major
   o Minor
     Concentration areas apply only to EA-A Broadfield Social Studies, Science and Adapted Physical Education Licensure areas

2. **Introduction Letter** *(see template 3.1)*

3. **Phase I and II Portfolio Rubrics must be included**

4. **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 **proficiency** in the WITS and their connections to the Guiding Principles:
     1. Provide a **self-generated** artifact for each section of the portfolio
     2. Write a rationale for each section of the portfolio

   - **General Information:**
     o **You must connect to each Guiding Principle at least once**
     o An artifact may be used more than once
     o 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 III Portfolio

- Each of the 10 sections must receive a score of Proficient or above. (See rubric)
- If one or more sections are missing or not proficient, you will have ONE opportunity for resubmission. You must resubmit revisions within 2 weeks. Please contact the reader once you have resubmitted.

Introduction Letter (Template 3.1)

Write a letter of introduction (approximately 1 page) to be included in your phase 3 portfolio. This letter should be written in business letter format and summarize the experience and qualifications that you have gained from your student teaching semester.

Rationale (Template 3.2)

1. Context
   - Provide a brief description of the artifact and how it was used in your student teaching placement.
   - Clearly state to which WITS and Guiding Principle the artifact is connected.

<table>
<thead>
<tr>
<th>Acceptable</th>
<th>Revisions Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a brief summary of the artifact. Include the setting and age group with whom you worked. State the WITS and Guiding Principle that you have chosen to connect to the artifact.</td>
<td>Revisions are necessary if the requirements are absent.</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td>Articulates a considerably thoughtful analysis related to the WITS and the artifact.</td>
<td>Demonstrates a considerable understanding of meaningful connections between the Guiding Principle and WITS.</td>
<td>Articulates a thorough analysis related to the WITS and the artifact.</td>
<td>Demonstrates a limited or inconsistent understanding of meaningful connections between the Guiding Principle and WITS.</td>
<td>Analysis of the WITS is absent or not clearly articulated.</td>
</tr>
</tbody>
</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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<td>Demonstrates a considerable understanding of meaningful connections between the Guiding Principle and WITS.</td>
<td>Articulates 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 Principle and WITS is absent or inadequate.</td>
<td></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>
</tr>
</thead>
<tbody>
<tr>
<td>Provides a concise description of significant implications for teaching practice and student learning.</td>
<td>Provides a description of implications for teaching practice and student learning.</td>
<td>Provides limited implications for teaching practice and student learning.</td>
<td>Implications for teaching practice and student learning are lacking.</td>
<td></td>
</tr>
</tbody>
</table>