

Integrated Elementary Teaching Program
Guidelines for the Completion of Portfolio I - Entrance into Internship
College of Education
University of Nevada, Reno
Fall 2013

The following guidelines for Portfolio I are valid only for the Fall 2013 semester. Failure by the author to follow these guidelines will result in Portfolio I being returned for revision and/or completion, and may significantly impact or delay the author's Internship Placement in the schools. All questions relating to these guidelines should be directed to Dr. John R. Cannon [jcannon@unr.edu], IETP, College of Education.

Portfolio I consists of the following elements, in this order:

1. **Cover Page**, including the student's name, program, and contact information,
2. **Education Courses Taken** form, with final grades [see attachments],
3. **Signed Teacher Education Candidate Professional Behaviors and Dispositions** form [see attachments],
4. **Reflective Essay**,
5. **Artifact Analyses**,
6. **Internship Goals Composition**,
7. **Artifacts with Artifact Cover Sheets** [see attachments], and
8. **All Practicum Evaluations**

Sections 4, 5, and 6 are to be written in essay format, with appropriate attention to grammar, style, and writing mechanics. Specific guidelines for each of these written sections appear below:

Section 4.

The **Reflective Essay** is an examination and discussion of the student's overall academic experiences throughout the Integrated Elementary Teaching Program [IETP]. The writing should address the student's growth and change within the program. [Maximum length: 3 pages]

Section 5.

The **Artifact Analyses** section is a narrative providing evidence of the student's *beginning competence* related to all 10 InTASC standards [see attachments] using their Artifacts as support. This narrative should examine and discuss what the submitted Artifacts reveal about the student's understanding and implementation of the 10 InTASC Standards. *Please organize this section by Standard, not by Artifact.*

For example, InTASC Standard #9: Professional Learning and Ethical Practice, reads:

"The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner."

The discussion in the Artifact Analyses section of Standard 9 should include the student's reflection on his/her beginning understanding of and competence in implementing this Standard. This section should include discussion of evidence of the student's beginning competence related to this Standard, with explicit references to an Artifact or Artifacts that demonstrate this beginning competence. The Artifact(s) related to Standard 9 should demonstrate the student's ability to professionally reflect on his/her practice and its effects on others, as well as evidence that the student has adapted his/her practice based on learner needs. [Maximum of 10 pages, or 1 page per standard]

Section 6.

The **Internship Goals Composition** is a writing that explains to the faculty what the student's goals are for his/her Internship experience. These goals can certainly change, or be altered, once the Internship Placement has started, based upon the realities of the school the Intern is assigned. The IETP faculty are concerned with making sure that all Interns have suitable professional education goals in mind, and in practice, while completing the Internship experience. [Maximum length: 2 pages]

Section 7.

The **Artifacts** section should include:

1. At least one **graded** Artifact [lesson plan, course assignment, etc.] from *each* of the following content areas:
 - a. Science,
 - b. Social Studies,
 - c. Literacy, and
 - d. Mathematics

2. One to 2 **graded** Artifacts from the student's *Area of Specialization*, i.e., *English Language Learners, Early Childhood Education, or Special Education*. Students with more than one area of specialization should choose and submit 1-2 Artifacts from each area of specialization.

Each artifact must be introduced with an **Artifact Cover Sheet** explaining the assignment and course from which it came, and must include the grade received on this particular assignment. Please separate each artifact with a divider and label each artifact divider so artifacts are easy to locate.

Section 8.

The **Practicum Evaluations** are inserted into Portfolio I next, along with any other documentation regarding successful teaching experiences from lead teachers, principals, families, etc., not already included in the previous **Artifacts** section. Formal observations of your teaching were conducted in your practicum classes. These formal observations *must* be included in this section. It is recommended that you include informal observations or feedback from your lead teachers and others who have observed your teaching as well.

Formatting and Compilation Instructions

- Portfolio 1 should be submitted in a 3-ring binder. The cover of the binder should clearly identify the student's name, program, and area(s) of specialization. The student's name must also appear on the binder's spine.
- Students should organize the inside content with divider tabs clearly labeling each of the Portfolio sections. *Do not use plastic page protectors in your binder.*
- The written sections (sections 4, 5, and 6), must be double-spaced, with 1" margins, and written in a legible 12-point font. Total length for Sections 4, 5, and 6 must not exceed 15 pages.
- A sample grading rubric can be found in the Attachments

Portfolio Submission Instructions

Students submit Portfolio I on 12/9/13, to Michael Graham in WRB 3100 [Conference Room] between 11 a.m. to 5 p.m. sharp. Students should plan to submit their own portfolios. Please do not ask someone else to submit your portfolio for you. **NO PORTFOLIOS WILL BE ACCEPTED AFTER 5 PM ON 12/9/13.**

Again, all questions regarding Portfolio I should be directed to Dr. John R. Cannon [jcannon@unr.edu], IETP, College of Education.

Section 3. Teacher Education Candidate Professional Behaviors and Dispositions Form

The College of Education at the University of Nevada, Reno has adopted a set of professional behaviors or dispositions that we feel are essential for prospective teachers. The purpose of this self-evaluation is to have teacher education candidates reflect on their own professional behavior and dispositions.

Candidates are to use this form for their self- assessment, assigning ratings with explanations, signing it, and placing it in Portfolio I.

Use the following rating scale for each item:

1 = Not acceptable

2= Needs more practice

3= Acceptable

4= Solid Foundation

5= Highly Accomplished

Habits of Thinking and Action toward Own Learning are Appropriate....	
Love of Learning & Strong Fund of Knowledge	1 2 3 4 5 Initiative Teacher Candidate (TC) is independent and goes beyond minimum expectations.
	1 2 3 4 5 Problem Solving TC is an active and effective problem solver.
	1 2 3 4 5 Commitment to Learning TC is curious and interested in learning more about students and content areas.
	TC seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.
Comments:	

Habits of Thinking and Action toward Reflective Practice are Appropriate....	
Disposition toward Reflective Practice	1 2 3 4 5 Professional Ethics The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.
	1 2 3 4 5 Collaboration The candidate works effectively with professional colleagues and other adults.
	1 2 3 4 5 Commitment to Teaching The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
	1 2 3 4 5 Self-Reflection

	<p>TC reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives toward his or her own performance. The candidate is willing and able to recognize own strengths and weaknesses and develop potential solutions for the latter.</p> <p>1 2 3 4 5 Professional Feedback</p> <p>TC is receptive and responsive to professional feedback incorporating suggestions into practice.</p> <p>1 2 3 4 5 Self Awareness</p> <p>TC has a realistic sense of own strengths and weaknesses.</p>
<p>Comments:</p>	

Habits of Thinking and Action toward Professional Conduct are Appropriate...	
Disposition toward Professional Conduct	<p>1 2 3 4 5 Professional Demeanor and Responsibility</p> <p>The candidate is prompt, is not unnecessarily absent, notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</p> <p>1 2 3 4 5 The candidate wears appropriate professional attire as established by the course instructor.</p> <p>1 2 3 4 5 The candidate is poised and professional in his or her demeanor.</p> <p>1 2 3 4 5 The candidate is flexible and is able to make adjustments to changing student needs and circumstances.</p> <p>1 2 3 4 5 Emotional Maturity</p> <p>The candidate responds to frustration and stress appropriately.</p>
<p>Comments:</p>	

Habits of Thinking and Action toward Students and Diversity are Appropriate...	
Disposition toward Students and Diversity	<p>1 2 3 4 5 Student Focus</p> <p>The candidate recognizes and respects students as valued and unique individuals.</p> <p>1 2 3 4 5 The candidate demonstrates the belief that all students have the right and</p>

	<p>ability to learn.</p> <p>1 2 3 4 5 Commitment to Diversity</p> <p>The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual identities, social classes, abilities, political beliefs, and disabilities.</p>
Comments:	

By signing below, I acknowledge that I understand these professional dispositions and have rated myself accurately, to the best of my ability.

Signature

Date

Section 7. Example of a Cover Sheet For An Artifact

Title: Student Work Sample

Description: This lesson was conducted with four students in grades 3 and 4. Four of the students were identified as having disabilities related to reading and written expression. The focus of the lesson was on reading comprehension, fluency, and vocabulary

Content Area(s): Reading

When Developed: Fall semester 2XXX

Course or setting: EDS 313 Practicum & Seminar. Conducted at Sun Valley Elementary School

INTASC Standard(s): Instructional Practice – Standards 6, 7, 8

Grade Received on this Assignment: _____

Descriptors for each InTASC Model Core Teaching Standard

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

InTASC Model Core Teaching Standards: Additional Resources

The InTASC Model Core Teaching Standards At A Glance:

(<http://www.ccsso.org/Documents/2011/InTASC%202011%20Standards%20At%20A%20Glance.pdf>)

Free access to an interactive e-book on the InTASC Model Core Teaching Standards:

(<http://www.lumi-book.com/intasc.php>)

The InTASC Model Core Teaching Standards (Standards with Performances, Essential Knowledge, and Critical Dispositions for each Standard):

(http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_2011_MS_Word_Version.html)

**Performance Assessment Portfolio I: Admission to Internship
Integrated Elementary Teaching Program
University of Nevada, Reno**

Faculty Evaluation

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Student Name

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Major

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Date

Domain: The Learner & Learning

InTASC Core Teaching Standards:

- Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Evaluation:

Not Evident (0)	Developing (1-3)	Proficient (4-5)						
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Justification:

Domain: Content

InTASC Core Teaching Standards:

- Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Evaluation:

Not Evident (0)	Developing (1-3)	Proficient (4-5)						
	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%; height: 20px;"></td> <td style="width: 33%; height: 20px;"></td> <td style="width: 33%; height: 20px;"></td> </tr> </table>				<table border="1" style="width: 100%;"> <tr> <td style="width: 33%; height: 20px;"></td> <td style="width: 33%; height: 20px;"></td> <td style="width: 33%; height: 20px;"></td> </tr> </table>			

Justification:

Domain: Instructional Practice

INTASC Foundation for this Domain:

- Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.
- Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Evaluation:

Not Evident (0)	Developing (1-3)			Proficient (4-5)	

Justification:

Domain: Professional Responsibility

INTASC Foundation for this Domain:

- Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Evaluation:

Not Evident (0)	Developing (1-3)			Proficient (4-5)	

Justification:

Summary of Portfolio Evaluation			
Performance Domains	Ratings: Enter the numerical value for each domain		
Learners	___ Not evident (0)	___ Developing (1-3)	___ Proficient (4-5)
Content	___ Not evident (0)	___ Developing (1-3)	___ Proficient (4-5)
Instructional Prac	___ Not evident (0)	___ Developing (1-3)	___ Proficient (4-5)
Professional Resp	___ Not evident (0)	___ Developing (1-3)	___ Proficient (4-5)
Overall Portfolio Rating (MEAN)	__ Not Evident	__ Developing	__ Proficient

Portfolio Evaluation Completed by:

Name: _____ **Date:** _____