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Integrated Elementary Teaching Program

Guidelines for the Completion of Portfolio I – Entrance into Internship

College of Education
University of Nevada, Reno

Overview
Successful completion of Portfolio 1 represents student’s readiness to begin internship. It is a required program component for all students in the Integrated Elementary Teaching Program and Master of Education (M.Ed.) first-time licensure students. The portfolio is a compilation of reflective essays, coursework assignments, and practicum evaluations that demonstrate a student’s level of mastery on the ten Interstate New Teachers Assessment and Support Consortium (InTASC) standards. InTASC is a program developed by the Council of Chief State School Officers (CCSSO). The goal of InTASC is to work with state education agencies responsible for teacher licensing, professional development, and program approval to promote standards-based reform of the licensing process.

Signature Artifacts have been identified from the courses in the program. These artifacts are essential course assignments identified by faculty to assess students on the InTASC standards. The assignments (referred to as Signature Artifacts) will be the only coursework included in Portfolio 1. Students must maintain instructor graded copies of all of the Signature Artifacts. Course instructors will grade the assignments as part of a course grade and then rescore each of the assignments (Signature Artifacts) on the evaluation guide designed to match the assignment with the InTASC standards. Students must keep all instructor scored rubrics. In short, students must be very careful to maintain these essential documents. Losing or misplacing documents and/or crashing computers are no excuse.

Formatting 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 and 8), must be double-spaced, with 1” margins, and written in a legible 12-point font. Total length for Section 4, the reflective essay, must not exceed 4 pages. Total length for Section 8, the internship goals composition, must not exceed 2 pages.
- For Section 6, Graded Signature Artifacts with Instructor Scored Rubrics, clearly distinguish between your Elementary Artifacts. Follow the order of coursework presented in Section 6.

Essential Sections
Portfolio 1 consists of a professionally presented binder with the following sections, in this order (see attachments for examples):
Section 1: Cover Page

The Cover Page must include the student’s name, program and contact information including phone number, address and email address. Also, students must include their name down the spine of the binder, and on the cover of the binder (attachment A).

Section 2: Education Courses Form

Students will complete the Education Courses form. Students will include the course prefix and number, the instructor name, semester/year, and grade presented in the sequence the classes were completed in. This should include all coursework with a prefix of EDU, EDES, EDSP, EDRL, EDEL, EPY, and HDFS, including courses completed at a different institution (attachment B).

Section 3: Signed Teacher Education Candidate Professional Behaviors and Dispositions Form

Each student must include a signed Teacher Education Candidate Professional Behaviors and Dispositions form. Each item should be read carefully and students should respond in a thoughtful manner. These items may also be discussion points in the reflective essay (attachment C).

Section 4: Reflective Essay

The reflective essay is a self-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. It is essential that student’s include an analysis of practicum experiences and their area(s) of emphasis in the essay. [Maximum length: 4 pages]

Section 4 is to be written in essay format (no bullets or numbering), with appropriate attention to grammar, style, and writing mechanics (attachment D).

Section 5: Table of Signature Artifacts

Attachment E.1 is a table highlighting how the signature artifacts meet InTASC standards. This is an informative table for your reference regarding the importance of Portfolio 1 and the artifacts you are asked to include.

Section 6: Graded Signature Artifacts with Instructor Scored Rubrics
Graded Signature Artifacts with Instructor Evaluations should be compiled in this section and in the order presented in Section 5 (attachment E).

Students must include the graded Signature Artifact (which was a class assignment) and the Evaluation completed by the instructor. The Evaluation measures student performance on identified InTASC standards. Some signature artifacts are scored on several standards, some on fewer. Required Signature Artifacts with Evaluations are listed below in this document (attachments F.1 through F.6).

**Section 7: All Practicum Evaluations, both formal and informal**

*Practicum Evaluations* are inserted into Portfolio I next, along with any other documentation regarding successful teaching experiences from lead teachers, principals, families, etc. Formal observations of your teaching were conducted in your 413 practicum class (attachment G). 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.

**Section 8: Internship Goals Composition**

The purpose of the internship goals composition is to explain to 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 where 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 8 is to be written in essay format, with appropriate attention to grammar, style, and writing mechanics.

**Portfolio Submission Instructions**

Students submit Portfolio I on Monday, Dec. 8, in WRB 3100 [Conference Room] between 11 a.m. to 5 p.m. Students should plan to submit their own portfolios. Please do not ask someone else to submit your portfolio for you. Note that since you are in the MEd 1st Time Licensure Program (MEd), your name will not be on the undergraduate (IETP) program – please instruct the secretary that you are in the MEd Program. **NO PORTFOLIOS WILL BE ACCEPTED AFTER 5 PM.**

**Portfolio Pick-up**

Students may pick up their portfolios two weeks after the due date. The date may vary by semester, but the two weeks will hold firm. Students must sign out their own portfolio. It is not
acceptable to have a friend or anyone else remove your professional portfolio from the building. If you are not able to pick up your portfolio we will keep the documents until the end of the following semester when the next group of portfolios are submitted. It is essential that contact information be on the cover page so that you can be notified that the timeline to pick up a portfolio is expiring.

Questions
All questions regarding Portfolio I for MEd students should be directed to Dr. David T Crowther (crowther@unr.edu) in the College of Education.

Task List
Use the task list provided in the back of this manual to ensure that you have included all necessary components. This is provided as a tool and does NOT replace the detailed instructions provided throughout this manual that you must follow.
Attachments
Attachment A: Section 1. Cover Letter

Harry Potter
Integrated Elementary Teaching Program (IETP)
with an emphasis in Special Education

1-800-GOW-IZAR

888 Hogwarts Ln.
Beyond Limits, Sky Land 88888
potterh@hogwarts.edu
Attachment B: Section 2. Education Courses Taken
Prefixes should include: EDU, EDES, EDSP, EDRL, EDEL, CTL, CEP, HDFS, Etc. (Please note if courses were transferred from institutions.)

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Instructor</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Attachment C: 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 (TC) 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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not ready for upcoming semester</td>
</tr>
<tr>
<td>2</td>
<td>Needs more practice</td>
</tr>
<tr>
<td>3</td>
<td>Acceptable</td>
</tr>
<tr>
<td>4</td>
<td>Solid Foundation</td>
</tr>
<tr>
<td>5</td>
<td>Highly Accomplished</td>
</tr>
</tbody>
</table>

1. Habits of Thinking and Action toward Own Learning are Appropriate….

<table>
<thead>
<tr>
<th>Love of Learning &amp; Strong Fund of Knowledge</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiative</td>
<td>TC is independent and goes beyond minimum expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td>TC is an active and effective problem solver.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commitment to Learning</td>
<td>TC is curious and interested in learning more about students and content areas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TC seeks out and takes advantage of opportunities for professional growth beyond the minimum expectations of what is required in classes.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

2. Habits of Thinking and Action toward Reflective Practice are Appropriate….

<table>
<thead>
<tr>
<th>Disposition toward Reflective Practice</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Ethics</td>
<td>The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>The candidate works effectively with professional colleagues and other adults.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Commitment to Teaching</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The candidate values the profession of teaching. He or she exhibits a positive attitude toward schools, teaching, students, and parents.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Self-Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TC reflects on and evaluates his or her own behavior and work. He or she is willing to consider multiple perspectives of his or her own performance. The candidate is willing and able to recognize own difficulties or deficiencies and begin to develop potential solutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Professional Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TC is receptive and responsive to professional feedback incorporating suggestions into practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Self Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TC has a realistic sense of own strengths and weaknesses.</td>
</tr>
</tbody>
</table>

Optional Comments:

3. Habits of Thinking and Action toward Professional Conduct are Appropriate…

<table>
<thead>
<tr>
<th>Disposition toward Professional Conduct</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Professional Demeanor and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>The candidate is prompt, is not unnecessarily absent, and notifies appropriate individuals when absence is necessary, completes assignments on time, and follows through on commitments.</td>
</tr>
</tbody>
</table>

| 1 | 2 | 3 | 4 | 5 | The candidate dresses appropriately for the situation and wears appropriate attire for teachers in the school during practicum and internships. |

| 1 | 2 | 3 | 4 | 5 | The candidate is poised and professional in his or her demeanor. |

| 1 | 2 | 3 | 4 | 5 | The candidate is flexible and is able to make adjustments to changing student needs and circumstances. |

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Emotional Maturity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>TC candidate responds to frustration and stress appropriately.</td>
</tr>
</tbody>
</table>

Optional Comments:
### 4. Habits of Thinking and Action toward Students and Diversity are Appropriate…

<table>
<thead>
<tr>
<th>Disposition toward Students and Diversity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Student Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>The candidate recognizes and respects students as valued and unique individuals.</td>
</tr>
</tbody>
</table>

1 2 3 4 5 Demonstrates the belief that all students have the right and ability to learn.

1 2 3 4 5 **Commitment to Diversity**

The candidate values multiple aspects of diversity. He or she respects children and adults of varied cultural backgrounds, ethnicities, religions, sexual orientations, social classes, abilities, political beliefs, and disabilities.

Optional Comments:
## Attachment D: Section 4. Reflective Essay Scoring Guide

<table>
<thead>
<tr>
<th></th>
<th>Not Evident (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Solid Foundation (4)</th>
<th>Highly Accomplished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beliefs about Teaching &amp; Learning</strong></td>
<td>The author does not discuss personal beliefs about teaching and learning.</td>
<td>The author makes an attempt to describe his/her beliefs about teaching and learning, but without adequate support for the ideas presented.</td>
<td>The author adequately discusses his/her beliefs about teaching and learning.</td>
<td>The author makes clear his/her beliefs about teaching and learning and provides adequate support for the ideas presented.</td>
<td>The author provides a focused discussion of his/her beliefs about teaching and learning, with strong support for those beliefs that goes beyond personal experience.</td>
</tr>
<tr>
<td><strong>Strength of Content-Area Knowledge</strong></td>
<td>The author does not provide evidence of his/her content-area knowledge.</td>
<td>The author makes an attempt to discuss his/her content-area knowledge but without adequate support for this knowledge.</td>
<td>The author adequately discusses content knowledge.</td>
<td>The author makes clear his/her knowledge in the content areas, and this knowledge adequately reflects levels of coursework taken. Support for content-area knowledge is presented.</td>
<td>The author provides a focused discussion of his/her content-area knowledge, and this knowledge superbly reflects levels of coursework taken. Support for content-area knowledge is outstanding.</td>
</tr>
<tr>
<td><strong>Attitudes &amp; Beliefs Related to Student Diversity</strong></td>
<td>The author does not discuss his/her attitudes and beliefs related to student diversity.</td>
<td>The author makes an attempt to discuss his/her attitudes and beliefs related to student diversity, but without adequate and/or accurate support for these attitudes and beliefs.</td>
<td>The author adequately discusses beliefs and attitudes regarding student diversity.</td>
<td>The author makes clear his/her attitudes and beliefs related to student diversity, and provides adequate and accurate support for these attitudes and beliefs.</td>
<td>The author provides a focused discussion of his/her beliefs related to student diversity, with strong and accurate support for these attitudes and beliefs backed by empirical evidence.</td>
</tr>
<tr>
<td><strong>Author’s Voice &amp; Writing Style</strong></td>
<td>The writing is flat, with no sense of the author’s personal beliefs. No evidence of the effective use of language; the text contains numerous grammatical and/or spelling errors.</td>
<td>The author makes an attempt to communicate ideas in a lively and interesting manner. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.</td>
<td>The author adequately communicates his/her point of view. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.</td>
<td>The author communicates ideas in an interesting and lively manner. The author uses language effectively. The text contains few grammatical and/or spelling errors.</td>
<td>The author takes a unique approach to communicating his/her beliefs. The author uses language in a sophisticated manner. The text is polished and contains no grammatical or spelling errors.</td>
</tr>
</tbody>
</table>
Attachment E.1: Section 5. Alignment of InTASC Standards and Artifacts

<table>
<thead>
<tr>
<th></th>
<th>Learner &amp; Learning</th>
<th>Content</th>
<th>Instructional Practice</th>
<th>Professional Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learner Development</td>
<td>Learning Differences</td>
<td>Learning Environments</td>
<td>Content Knowledge</td>
</tr>
<tr>
<td>MATH</td>
<td>Math Lesson Plan and Lesson Plan Reflection</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SCI</td>
<td>STEM Unit Plan</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>LIT</td>
<td>Mid-Term Lesson and Critical Analysis</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOC</td>
<td>Unit Plan</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ELL</td>
<td>ELL Strategy Demonstration, Cultural Experience Reflection</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SPE</td>
<td>Any graded assignment from EDSP 411 / 611 may be used for this artifact. Please note that this artifact will not have the formal portfolio grading sheet.</td>
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### Social Studies Unit Plan

The purpose of this assignment is to familiarize students with the Nevada Social Studies and Common Core standards and their role in integrating those standards to design a Social Studies unit of instruction. Individuals or pairs will pick a specific grade level and design a unit of instruction based upon the standards for that grade level.

<table>
<thead>
<tr>
<th>Standard</th>
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<th>2</th>
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<th>4</th>
<th>5</th>
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</thead>
<tbody>
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<td>4</td>
<td>5</td>
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</tr>
</tbody>
</table>

### Achievement Levels

1. Poor performance. Not ready for the next semester without improvement.
4. Consistently skilled performance at level expected for person entering the field.
5. Consistently skilled performance. Beginning to exceed expectations for those entering the field.
**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.

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<th>5</th>
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**Application of Content**
The teacher understands how to connect concepts and use differing perspective to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
</table>

**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.

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<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**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.

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<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

**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.

|   | 1 | 2 | 3 | 4 | 5 |
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.

<table>
<thead>
<tr>
<th>OVERALL SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
</tbody>
</table>

Comments:
## Assignment Description

### Science / STEM Unit Plan

The purpose of this assignment is to get you familiar with the Next Generation Science Standards and their role in designing an integrated Science / STEM unit of instruction. Teams of four are assigned a specific grade level and design a unit of instruction based upon the NGSS. Students identify a science topic / concept to develop, write a detailed 5E lesson plan that ties into the others you are working with, and finally teach an Engagement, Exploration, and Explanation from one of the lessons in the unit to the class.

<table>
<thead>
<tr>
<th>Standard</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Differences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>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.</td>
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| OVERALL SCORE | 1 | 2 | 3 | 4 | 5 |

Comments:
Attachment F.3: Section 6: EDES 413 / 613
Practicum in Large Group Instruction – Math Lesson Plan and Reflection

Date________________

Signature Artifact Evaluation
EDES 413 / 613 Practicum in Large Group Instruction
Math Lesson Plan and Lesson Reflection

Teacher Candidate_________________ Instructor_________________ Semester/Year_________________

<table>
<thead>
<tr>
<th>Math Lesson Plan and Lesson Reflection</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This assignment requires students to develop an effective math lesson plan that incorporates learner needs, relevant curricular standards (national, state, local), mathematics content knowledge and its meaningful application, student assessment, and instructional planning that includes appropriate teaching/learning strategies, all of which align with current research and thinking in mathematics education. Further, it includes a written self-reflection on the implemented plan that assesses lesson effectiveness in terms of student learning and engagement.</td>
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<th>Standard</th>
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<tr>
<td>Learner Development</td>
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<td>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.</td>
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differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

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**Instructional Strategies**
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Comments:
Signature Artifact Evaluation
EDRL 461 / 661 Diagnostic Assessment and Instruction Literacy
Mid-Term Lesson and Critical Analysis

<table>
<thead>
<tr>
<th>Assignment Description</th>
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<tbody>
<tr>
<td>This lesson requires students to plan, teach, and video record several tutoring lessons over the course of the semester in order to critically reflect on and critique their own teaching. The clip may represent something the student is particularly proud of, something that worked better (or worse) than the student expected, something that went wrong, or something that the student is questioning how to handle/address in future lessons related to teaching literacy. A one-page (maximum) reflection should accompany the video.</td>
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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.

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Comments
Attachment F.5: Section 6: EDRL 472 / 672
Methods of Instruction for Elementary English Language Learners

Date____________________
Signature

Signature Artifact Evaluation
EDRL 472 / 672 Methods of Instruction for Elementary English Language Learners
ELL Strategy Demonstration

Teacher Candidate___________Instructor_________________ Semester/Year________________

<table>
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<tr>
<th>ELL Strategy Demonstration</th>
<th>Assignment Description</th>
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<tbody>
<tr>
<td></td>
<td>Students will be required to choose one ELL strategy from a course text to present to the class. The strategy will be simulated in class with the class acting as students and the student acting as the teacher. The student will demonstrate what the strategy would look like in practice and how it could be used to enhance student access to core curriculum in one or more of the 4 language domains (reading, speaking, listening, and writing). The assignment will also require the student to write a 1-page summary of what the method/strategy is, the appropriate content and the age/language levels for the strategy, materials needed, and any adaptations of modifications suggested.</td>
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Comments:
### Cultural Experience Reflection

**Assignment Description**

Students will be required to attend an event either on-campus or in the community that focuses on a culture other than the mainstream U.S. culture (i.e. theatrical or musical performance, art exhibit, festival, restaurant, community or religious gathering, or lecture). The student will then write a description of the event, including what the student learned or found interesting and how this experience will influence how the student will teach and interact with diverse students in the future.

### Standard

**Professional Learning and Ethical Practice**

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

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**Date______________________**

**Signature**

**Artifact Evaluation**

**EDRL 472 / 672 Methods of Instruction for Elementary ELLs**

Cultural Experience Reflection

Teacher
Candidate__________________

Instructor__________________

Semester/Year______________

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27
Comments:

Attachment G: Section 7: All Practicum Evaluations
IETP Practicum Observation Form

Teacher Candidate__________________ Lead Teacher________________________ Grade Level____
School____________________________ UNR Supervisor________________________ Course___________________________
Semester/Year_______________ Date____________

Rate the teacher candidate on each of the InTASC Standards for a preservice teacher.

<table>
<thead>
<tr>
<th>NA Not applicable</th>
<th>1 (Below Standard)</th>
<th>2 (Limited)</th>
<th>3 (Satisfactory)</th>
<th>4 (Proficient)</th>
<th>5 (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not applicable in this context</td>
<td>Poor performance, not ready for the next semester without improvement</td>
<td>Marginal performance, needs improvement</td>
<td>Consistently adequate performance</td>
<td>Consistently skilled performance at level expected for person entering the field</td>
<td>Consistently skilled performance, is beginning to exceed expectations for those entering the field</td>
</tr>
</tbody>
</table>

1. The Learner and Learning

a) Designs and implements developmentally appropriate and challenging lessons that employ grade level standards.  
   NA 1 2 3 4 5

b) Uses understanding of individual differences to enable each learner to meet high standards, (i.e., sensitive to abilities, talents, and learning styles).  
   NA 1 2 3 4 5

c) Creates learning experiences that encourage student engagement, e.g. productive interaction, (grouping), active engagement (hands-on), and/or self-motivation (student-centered).  
   NA 1 2 3 4 5

Comments:

2. Content Knowledge and Pedagogy

a) Demonstrates understanding of key content and methods of inquiry appropriate to the discipline.  
   NA 1 2 3 4 5

b) Teaches content that is accurate,  
   NA 1 2 3 4 5
substantial, and matches structure of the discipline.

c) Engages students’ prior content knowledge as appropriate. NA 1 2 3 4 5
d) Uses varied methods to enhance students’ understanding of concepts and content. NA 1 2 3 4 5
e) Integrates other content areas and makes real world connections. NA 1 2 3 4 5

Comments:

### 3. Instructional Practice

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a) Designs instruction based on professional standards. NA 1 2 3 4 5

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b) Designs and uses appropriate assessment (e.g. formative/summative, informal/formal) to measure student understanding of learning objectives. NA 1 2 3 4 5

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c) Structures learning experiences with appropriate sequencing, pacing, and transitions. NA 1 2 3 4 5

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</table>
d) Uses a variety of instructional strategies, such as:
   - Uses appropriate technology
   - Uses multiple models and representations of concepts
   - Encourages learners to reflect on their own learning and performance
   - Uses a range of question types and levels NA 1 2 3 4 5

e) Adapts instruction to meet student(s) needs NA 1 2 3 4 5

Comments:

### 4. Professional Responsibility

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</table>
a) Receives constructive feedback professionally and uses it appropriately. NA 1 2 3 4 5

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</table>
b) Maintains courteous and professional relationships/interactions with school personnel, university faculty, peers, and students. NA 1 2 3 4 5

c) Is punctual and prepared. NA 1 2 3 4 5
d) Dresses professionally during practicum. NA 1 2 3 4 5

Comments:

### 5. Overall Rating

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</tr>
</thead>
</table>
Not Applicable | 1 (Below Standard) | 2 (Limited) | 3 (Satisfactory) | 4 (Proficient) | 5 (Advanced) |
<table>
<thead>
<tr>
<th></th>
<th>Not applicable in this context</th>
<th>Poor performance, not ready for the next semester without improvement</th>
<th>Marginal performance, needs more practice</th>
<th>Consistently adequate performance</th>
<th>Consistently skilled performance at level expected for person entering the field.</th>
<th>Consistently skilled performance, is beginning to exceed expectations for those entering the field</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
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Signature of Reviewer

Additional Comments/Notes:
Attachment H: Section 8: Internship Goals

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 8 is to be written in essay format, with appropriate attention to grammar, style, and writing mechanics.

Answer the following questions: What are your goals for internship? What is your rationale for selecting these goals?

<table>
<thead>
<tr>
<th>Evidence of Dedication to Continuous Learning</th>
<th>Not Evident (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Solid Foundation (4)</th>
<th>Highly Accomplished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td>The author does not provide evidence of his/her dedication to continuous learning and internship goals.</td>
<td>The author makes an attempt to discuss his/her dedication to continuous learning and internship goals, but without adequate support.</td>
<td>The author adequately discusses evidence of dedication to learning and internship goals.</td>
<td>The author provides clear evidence of his/her dedication to continuous learning and internship goals, with adequate examples illustrating this dedication.</td>
<td>The author provides a focused discussion of his/her dedication to continuous learning and internship goals, with outstanding examples illustrating this dedication.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author’s Voice &amp; Writing Style</th>
<th>Not Evident (1)</th>
<th>Developing (2)</th>
<th>Acceptable (3)</th>
<th>Solid Foundation (4)</th>
<th>Highly Accomplished (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score:</td>
<td>The writing is flat, with no sense of the author’s personal beliefs. No evidence of the effective use of language; the text contains numerous grammatical and/or spelling errors.</td>
<td>The author makes an attempt to communicate ideas in a lively and interesting manner. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.</td>
<td>The author adequately communicates his/her point of view. The author demonstrates basic command of language, but text contains quite a few grammatical and/or spelling errors.</td>
<td>The author communicates ideas in an interesting and lively manner. The author uses language effectively. The text contains few grammatical and/or spelling errors.</td>
<td>The author takes a unique approach to communicating his/her beliefs. The author uses language in a sophisticated manner. The text is polished and contains no grammatical or spelling errors.</td>
</tr>
</tbody>
</table>
Portfolio Task List

Task List

☐ Cover
☐ Complete Education Course List
☐ Complete and Sign Teacher Education Candidate Professional Behaviors and Dispositions Form
☐ Write Reflective Essay
☐ Insert Signature Artifacts and Signature Artifact Evaluations in proper order
☐ Insert Practicum Evaluations
  o 2 Formal Evaluations from EDES 313
  o 2 Formal Evaluations from EDES 413
  o 1 Formal Evaluations from EDRL 461
  o Informal Evaluations
☐ Write Internship Goals
☐ Submit on ___/___/___ in Room ____________
☐ Retrieve from ________________