

**Student Guide for Preparing the Professional Development Portfolio**

**Phase 2 Review and Evaluation**

**Effective September 2007**

**Prepared by the**

**Department of Educational Foundations**

**in cooperation with the  
Ongoing Improvement of the Portfolio Committee  
of the  
Department of Curriculum and Instruction**

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## The Foundations Block Phase 2 Portfolio

Welcome to the Phase 2 portfolio. This guide has been designed to help you begin the portfolio process with clear directions and consistent expectations. Your instructor will also provide assistance along the way. The Phase 2 Portfolio will be followed by two other portfolios that you will complete during Phases 3 and 4 of your teacher preparation program.

### Directions for Preparation of the Portfolio

The Phase 2 portfolio process has two purposes: 1) to help you learn about the Wisconsin Teaching Standards that you will make progress toward during your teacher preparation at UW-Whitewater and 2) to help you develop a process to collect evidence for that progress and to reflect on your learning in relation to those standards.

You will develop a three ring binder that will hold the documents you collect for the Phase 2 and 3 portfolios. For both Phases, you will use an artifact appendix that contains sections that represent each of the ten Wisconsin teaching standards to hold various pieces of evidence that are either required or that you have chosen to include.

For Phase 2 you will have a section in the front of the portfolio that begins with completed copies of the cover sheet (See p. 6 of this guide) and the Phase 2 Portfolio Record Sheet (p.15 of this guide). Next you will include the following items:

1. Reflective Narrative
2. The rubric for the reflective narrative ( p. 14 of this guide)
3. Statement of Teaching Philosophy
4. The completed rubric for the Statement of Teaching Philosophy (p. 11 of this guide, scored)
5. The Artifact Appendix, with ten sections representing each of the ten Wisconsin Teaching Standards (in Phase 2, you will insert items related to WTS 2, 3, and 10 – see below).

### Courses Serving as a Source of Artifacts Scoring at or Above the *Basic* Level for Phase 2

The courses listed below will have at least one assignment that is in sufficient depth and/or complexity to provide evidence of your progress toward the indicated WTS at or above the Basic level on the Phase 2 Artifact Rubric (See pp. 7-8 of this guide) or a similar rubric provided by the professor for the course. The process for the standards that begins at this level will continue through Phases 3 and 4, and continue through your teaching career.

Artifact for WTS 2 (Growth and Development):	EDFOUND 222, 212, 230, 481/681
Artifact for WTS 3 (Diverse Learners):	EDFOUND 243/710
Artifact for WTS 10 (Positive relationship):	Field experience evaluation

The score the reviewer gives you on the Reflective Narrative Rubric will be your score for WTS 9 for the Phase 2 review. If you do not receive a score of 2 or better on each of the sections of the Phase 2 Portfolio, you will be required to complete EDFOUND 214: Portfolio Development I. A score of 2 or better on each of the sections of the Phase 2 Portfolio is required for you to meet the Phase Two portfolio milestone.

## **Notes on the Design and Format of Your Portfolio**

You may include any artifacts you wish in addition to those required but anything included must be explained and connected to the appropriate standard in the narrative.

For ease of identification, put your name on the cover and side of your binder.

Plastic sheet protectors are not recommended and not necessary. Please do not put the cover sheet, Evaluation Record Sheet or Reflective Narrative Rubrics in plastic covers if you use them at all as the reviewer will need to write on these pages.

The quality of the learning represented is most important. Expensive binders, papers and other such things may add to the overall attractiveness of a portfolio but will not have any effect on the evaluation of its contents.

## **Wisconsin Standards for Teacher Development and Licensure (WTS)**

### **1. Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

### **2. Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

### **3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

### **4. Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

### **5. Teachers know how to manage a classroom.**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

### **6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

### **7. Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

### **8. Teachers know how to test for student progress.**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

### **9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

### **10. Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

**COVER SHEET FOR THE PHASE 2 PORTFOLIO  
Educational Foundations**

**Name:**

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**Student ID Number:**

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**Major:**

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**Minor (if applicable):**

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**I have reviewed the material in this portfolio and find it to be acceptable  
for the Phase 2 Portfolio.**

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University Portfolio Reviewer

Date

## Brief Description of Phase 2 Portfolio Components

### Reflective Narrative

Write a reflective narrative essay (See pp. 13 & 14 of this guide).

### Statement of Teaching Philosophy

Write a philosophy statement in which you reflect on the characteristics of effective teachers and demonstrate your understanding of some of the traditional philosophies of education. (See pp. 10 & 11 of this guide).

### Artifacts

As you progress through the courses in the pre-professional block, instructors will score certain assignments using a Phase 2 rubric for the Wisconsin Teaching Standards (WTS). These will be the assignments on which the complexity or scope of the tasks involved could be scored at or above the *Basic* level ( $\geq 2$ ). (Assignments are called “artifacts” when used in portfolios.)

Sometime close to the time when you prepared the assignment, take time to write yourself a few informal notes about the assignment in case you decide to use it as an artifact in your Phase 2 portfolio. These notes will help you at the time you write your formal reflective narrative (See pp. 13-14 of this guide and WTS reflective narrative rubric. These notes might address the following questions:

- a. What is the artifact or performance?
- b. In what ways does the artifact or performance provide evidence of progress in achieving one or more WTS? Be specific; list the standard(s) as well as the specific knowledge, performance or disposition.
- c. What did you learn by creating this artifact or implementing it or giving a performance?
- d. What evidence of professional growth for you does the artifact or performance provide?
- e. If the artifact represents a time when you were able to implement some of you own work with K-12 students, what evidence does it provide that the learners derived benefit from the implementation?

Clearly label and place these artifacts or documents of performance in the Artifact Appendix. of the Phase 2 section of your PDP.

### *Tips for tracking artifacts:*

1. Keep all WTS scored assignments or documents of performance in a file for possible use in your Phase 2 Portfolio. This practice is one you should maintain throughout your professional program.
2. Keep informal reflective notes on these assignments or documents of performance for yourself in a journal or computer file.
3. Keep a check sheet for yourself to track the levels you have achieved on the WTS.

Name \_\_\_\_\_

**WTS 2 Generic Scoring Rubric Phase 2 Portfolio Review**

**WTS Standard 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.**

Relevant section of Standard 2 for Phase 2: The teacher is aware of expected developmental progressions and ranges of individual variation in each domain, can identify readiness in learning, and understands how development in any one domain may affect performance in others.

**Artifact(s):** \_\_\_\_\_  
 \_\_\_\_\_

Standard	Incomplete 0 Unacceptable	Incomplete 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<p><b>WTS 2</b> Growth and Development</p>	<p><input type="checkbox"/> No evidence</p>	<p><input type="checkbox"/> Materials are incomplete or  <input type="checkbox"/> theoretical concepts about development and student learning are not represented or done so with extensive inaccuracy.  <input type="checkbox"/> Application of theory to children is shallow with little support and/or is incorrect</p>	<p><input type="checkbox"/> Materials indicate application of several theoretical perspectives.  <input type="checkbox"/> Obvious applications of theory to children are given with some support  <input type="checkbox"/> Presents shallow conclusions and/or some reflecting erroneous interpretations of information and theory</p>	<p><input type="checkbox"/> Materials indicate the application of several theoretical applications correctly  <input type="checkbox"/> Obvious applications of theory to children are well supported  <input type="checkbox"/> Presents conclusions that follow logically from the information and theory</p>	<p><input type="checkbox"/> Materials indicate the application of a variety of theoretical perspectives correctly  <input type="checkbox"/> Insightful applications of theory to children are well supported  <input type="checkbox"/> Presents clear and logical links between information, theory and conclusions</p>

**Comments:**

**Final WTS 2 Score** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Name \_\_\_\_\_

**WTS 3 Generic Scoring Rubric Phase 2 Portfolio Review**

**WTS Standard 3: The teacher understands how students differ in approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

Relevant sections of Standard 3 for Phase 2: The teacher has a well grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction. The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents and interests. The teacher is sensitive to community and cultural norms.

**Artifact(s):** \_\_\_\_\_  
 \_\_\_\_\_

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
<b>WTS 3</b> Diverse Learners	<input type="checkbox"/> No evidence	<input type="checkbox"/> Materials are incomplete or <input type="checkbox"/> not explained	<input type="checkbox"/> Materials show recognition of cultural and community diversity. <input type="checkbox"/> Materials show emerging ability to use evidence and examples from the professional literature to support conclusions regarding diversity and education.	<input type="checkbox"/> Materials show understanding of cultural and community diversity. <input type="checkbox"/> Materials show efforts to become informed about resources important to address diversity in schools <input type="checkbox"/> Materials show use of evidence and examples from the professional literature to support conclusions regarding diversity and education.	<input type="checkbox"/> Materials show clearly articulated understanding of cultural and community diversity. <input type="checkbox"/> Materials show creative efforts to identify resources important to address diversity in schools. <input type="checkbox"/> Materials show effective use of evidence and examples from the professional literature to support conclusions regarding diversity and education.

**Comments:**

**Final WTS 3 Score** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Statement of Teaching Philosophy

Your portfolio will include a philosophical statement that will provide you an opportunity to reflect upon your deeply held ideas and values concerning education and the role of the teacher as a professional. Many times in education we have ideas that are unarticulated, so immersed are we in the habits and rituals we all experienced as students growing up in schools. One of the purposes for writing a philosophical paper is for you to examine your ideas about teaching and learning, so that you can step away from the routine and taken-for-granted, and think about what you hold to be true for yourself as an educator and learner.

So, for this assignment and an important artifact for your Phase 2 Portfolio, you will craft a coherent, thoughtful essay in which you present a well-reasoned position regarding a major question that all persons who intend to teach must consider: What characterizes a good teacher?

Using your knowledge of the educational philosophies considered in your introductory courses in the field and any others you know about, you will integrate at least two philosophical perspectives into your discussion of your position(s) on the question. This will offer you the opportunity to demonstrate your understanding of alternative points of view. Your paper should be 500-1000 words in length, typed and carefully edited. It will be assessed using the following criteria:

1. Statement is logical, elaborated, and internally consistent
2. Illustrative examples are detailed, specific, and support the positions developed in the statement
3. Writing
  - a. Clear
  - b. Organized
  - c. Unified
  - d. Free from errors of mechanics and usage
  - e. Written in appropriate academic style
  - f. Suggests author's voice

When you finish student teaching, you will have written three philosophy statements, one from each Phase of your teacher education program. This process will enable you to reflect on your growth as an educator, as you compare your ideas and philosophy from Phase to Phase. In this way, your philosophy statements will reflect and encourage your growth as what John Dewey called “a thoughtful and alert student of education.”

## Statement of Teaching Philosophy Scoring Guide

Criterion	<b>Undocumented 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>	Score
<b>Idea Development</b>	The statement is incoherent or extremely brief or contains major logical inconsistencies	Statement expresses several ideas about teaching that are ambiguous or not connected	Statement meets one of the following criteria: logical, elaborated, consistent	Statement meets two of the following criteria: logical, elaborated, consistent.	Statement is logical, elaborated, and internally consistent Ideas are developed clearly and with originality.	<b>Score:</b> _____
<b>Illustrative Examples</b>	No illustrative examples are included	The statement includes at least one example, but the detail or relevance is lacking	Examples from traditional philosophical voices in education are somewhat detailed and relevant, and make some connections to the positions developed in the statement.	Examples from traditional philosophical voices in education are detailed and relevant, and contribute to the positions developed in the statement.	Illustrative examples from traditional philosophical voices in education are highly detailed and relevant Examples effectively support positions developed in the statement.	<b>Score:</b> _____
<b>Quality of Writing</b>	The statement is very difficult to read because of its style, usage, mechanics, or organization	Writing is lacking in clarity and organization, and contains major errors of mechanics and usage. Writing fails to show an appropriate academic style.	Writing is limited in clarity and organization, with several errors of mechanics and usage. Writing shows an emerging academic style, with some suggestion of the author's individual voice.	Writing is clear and organized, with minimal errors of mechanics and usage. Writing shows an appropriate academic style, with a suggestion of the author's individual voice.	Writing is clear, well organized, unified, and free from errors of mechanics and usage. Writing shows an appropriate academic style, with a strong suggestion of the author's individual voice.	<b>Score:</b> _____

**Comments:**

**Total:** \_\_\_\_\_

**Mean:** \_\_\_\_\_

**Final Philosophy Score:** \_\_\_\_\_ **Evaluator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**WTS 10 Generic Scoring Rubric Phase 2 Portfolio Review**

**Student name** \_\_\_\_\_ **School** \_\_\_\_\_

**Grade level/subject area** \_\_\_\_\_ **Term** \_\_\_\_\_

***INTRODUCTION TO EDUCATION & TEACHING/O&P DISPOSTIONAL INVENTORY***

Please Rate on a scale of 0 – 4 with 4 being high  
4: Always, effectively  
3: Usually, effectively  
2: Sometimes, Occasionally not effectively  
1: Not usually, sometimes inappropriate and ineffective  
0: Undocumented; unacceptable  
NB: No basis for determination

**Consultation:**

- \_\_\_\_\_ Seeks out information on students with whom he/she is involved with.
- \_\_\_\_\_ Seeks out information on curriculum, classroom policy, and management.
- \_\_\_\_\_ Initiates contacts with students on behalf of learning and support.
- \_\_\_\_\_ Initiates contact with teachers and other support staff he/she is involved with.
- \_\_\_\_\_ Maintains a open and approachable demeanor with students.
- \_\_\_\_\_ Seeks out opportunities to be involved with students outside of the classroom setting.

Rating: \_\_\_\_\_ (average)

**Professional Behaviors:**

- \_\_\_\_\_ Accepts all assigned tasks and responsibilities with enthusiasm and positive attitude.
- \_\_\_\_\_ When specific activities are required, the student shows good effort and is thorough in the completion of tasks and assignments.
- \_\_\_\_\_ When issues of professional behavior and confidentiality arise, student shows interest in learning and following the policies, rules, and procedures.
- \_\_\_\_\_ Personal appearance is always appropriate.
- \_\_\_\_\_ shows excellent emotional maturity in dealing with students and staff.
- \_\_\_\_\_ Is present and punctual.

Rating: \_\_\_\_\_ (average)

**Treatment and Respect/ Professional Behavior:**

- \_\_\_\_\_ Is aware of and sensitive to the different learning needs of children.
- \_\_\_\_\_ Is firm, fair, and friendly to all students he/she comes in contact with.

Rating: \_\_\_\_\_ (average)

How to rate the student: For each of the three dispositions there are five rating levels. Select the rating level that best identifies the behaviors and dispositions of the student in your class. If you find that you do not have sufficient experience with the student to determine a score for any particular disposition, please enter: "NB" (no basis for determination) in the score box.

**Cooperating Teacher's Name :** \_\_\_\_\_

**Teacher's Signature** \_\_\_\_\_ **Date:** \_\_\_\_\_

\*\*To help us monitor the quality of data, please comment about this form below and on the back of this sheet. In advance Thank you. \*\*

## Phase 2 Reflective Narrative Directions

Write an essay (about 500 – 1000 words) that introduces the reader to you and your portfolio. Include the following:

Brief autobiographical information This part should give the reader a sense of who you are now based on your life experiences. It should describe the influences in your life that have contributed to your decision to enter the field of education.

Your current understanding of the Wisconsin Standards for Teachers in general and their relevance to your preparation for teaching. Explain your understanding of how the standards frame teacher preparation in Wisconsin.

Explanation of the artifacts included in the portfolio under the WTS Specifically describe the required artifacts (Child Development or Ed. Psych. artifact for WTS 2, and Education in a Pluralistic Society artifact for WTS 3) and your understanding of how each provides evidence of your growth in terms of addressing the standard represented. Explain any other evidence you have included for any standard.

Your reflective self assessment of your progress toward meeting all of the WTS and becoming an effective educator. Discuss where you are in the process of becoming a teacher, what you know and can do as an educator and some of the more important knowledge, skills and dispositions that, upon reflection, you realize that you have yet to develop. Explain your goals for Phase Three - what aspects of the standards do you expect to attain during that phase which takes place after your full admission to the College of Education and before you student teach?

This essay will be placed at the front of your portfolio. Please type and carefully edit it so that any reader can focus on the interesting information you are providing.

**Reflective Narrative Rubric**

<b>Areas Assessed</b>	<b>Undocumented 0 Unacceptable</b>	<b>Minimal 1 Unacceptable</b>	<b>Basic 2 Acceptable</b>	<b>Proficient 3 Acceptable</b>	<b>Advanced 4 Acceptable</b>	<b>Score</b>
<b>Relationship of Artifacts to the Standards</b>	No discussion of how the artifacts relate to the WTS standards.	The discussion is inadequate to clearly understand (or the discussion misjudges) how the artifacts relate to the WTS standards.	Briefly describes the artifact/performance and its context of use. Discusses in general, impersonal terms how the artifact/performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact/performance and its context of use. Discusses in specific, personal terms how the artifact/performance relates to the WTS and/or specialty organization standards.	Briefly describes the artifact/performance and its context of use. Discusses how the artifact/performance offers a personal and original insight into the WTS and/or specialty organization.	<b>Score:</b> _____
<b>Reflection on Learning</b>	Provides no self assessment of one's learning or impact of one's practices on student achievement.	Provides very limited or confusing assessment of one's learning and the impact of one's teaching practices on student achievement.	Provides vague or incomplete assessment of one's learning with only a limited statement of the impact of one's teaching practices on student achievement.	Provides assessment of one's learning with some statement of impact of one's teaching practices on student achievement.	Provides a careful and detailed assessment of one's learning and the impact of one's teaching practices on student achievement.	<b>Score:</b> _____
<b>Reflection on Professional Goals</b>	Provides no reflection about future goals.	The discussion is inadequate to clearly understand what general or specific goals have resulted from the experience and how they can be reached. The discussion is impersonal and lacks relation to other WTS.	Discusses general directions for future growth in the WTS in general, impersonal terms. OR gives specific goals out of context. The discussion is in general terms and lacks personal motivation. Limited discussion of how the goals can be reached or how they relate to other WTS.	Discusses general OR specific goals for future growth in the WTS with examples of how they can be reached. The goals are based on personal skills and interests. The discussion relates growth in this WTS to growth in other WTS.	Discusses general directions and specific goals for future growth in the WTS with specific examples of how these goals might be reached. The goals are based on personal skills and interests. The discussion relates growth in this WTS to growth in other WTS.	<b>Score:</b> _____
<b>Quality of Writing</b>	The narrative is very difficult to read because of its style, usage, mechanics, or organization	Writing is lacking in clarity and organization, and contains major errors of mechanics and usage. Writing fails to show an appropriate academic style.	Writing is limited in clarity and organization, with several errors of mechanics and usage. Writing shows an emerging academic style, with some suggestion of the author's individual voice.	Writing is clear and organized, with minimal errors of mechanics and usage. Writing shows an appropriate academic style, with a suggestion of the author's individual voice.	Writing is clear, well organized, unified, and free from errors of mechanics and usage. Writing shows an appropriate academic style, with a strong suggestion of the author's individual voice.	<b>Score:</b> _____

**Comments:**

**Mean Score:** \_\_\_\_\_

\_\_\_\_\_  
**Student's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Major: \_\_\_\_\_

### Phase 2 Portfolio Evaluation Record Sheet

Portfolio Component	Final Score	Date/Initials
<b>WTS: 9 Reflective Narrative</b>		
<b>Statement of Teaching Philosophy</b>		
Artifacts	Final Score	Date/Initials
<b>WTS 2:</b> Teachers know how children grow.		
<b>WTS 3:</b> Teachers understand that children learn differently.		
<b>WTS 10:</b> Teachers are connected with other teachers and the community.		

If you do not receive a score of 2 or better on each of the sections of the Phase 2 PDP, you will be required to complete EDFOUND 214: Portfolio Development I.

**Summative evaluation of Phase 2 portfolio (circle one):**    **Acceptable**    **Unacceptable**

<b>Instructor:</b> _____ <b>Date:</b> _____ <small>(Reviewed Portfolio)</small>
<b>Student:</b> _____ <b>Date:</b> _____ <small>(Read and understood the evaluation)</small>

**Comments: (Optional):**