

**SCHOOL OF EDUCATION**  
**PERFORMANCE ASSESSMENT SYSTEM LEVEL II:**  
**PREPARING TO TEACH COVER SHEET**

**Name:** \_\_\_\_\_

**Elementary:** \_\_\_\_\_

**Secondary:** \_\_\_\_\_

**Core Concentration/Second Major:** \_\_\_\_\_

**Catalog Year:** \_\_\_\_\_

**SED Advisor:** \_\_\_\_\_

**Candidate Signature:** \_\_\_\_\_

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

## **PERFORMANCE ASSESSMENT SYSTEM LEVEL TWO DOCUMENTATION**

- I. Cover Sheet – Please include your name, date, catalog year, advisor current standing (sophomore, junior, etc.), and core concentration or second major. Sign and date the first part of the cover sheet.
- II. Cover Letter – Include an updated, formal cover letter, addressed to the Dean, that states your intention to submit your portfolio for consideration and potential approval.
- III. Resume – Include an updated resume that describes your education, educational experiences and related activities, coursework, scholarships and awards to date. Please make use of the Career Center to support you in the preparation of your professional resume. Only include experiences from high school if they support your professional development as a beginning teacher (e.g., camp counselor, sports coach, tutor, or related activity).
- IV. Goals: Describe three goals you have set for yourself regarding your performance toward the RIPTS in Level III, and explain how you plan to meet these goals. Use the descriptions of the different standards to help focus your planning. This goal-setting must be far more extensive and detailed than the goals you developed for your Level II experiences.

Teacher candidates in the School of Education demonstrate their progress towards becoming professional teachers using the Performance Assessment System. In addition to the Documentation above, the Portfolio provides TCs with opportunities to reflect critically on their progress towards meeting the Rhode Island Professional Teaching Standards (RIPTS) during each of the three levels of our program.

During Level II, students complete the courses of the Education Programs, and they participate in diverse field experiences. In addition, they are required to engage in a variety of professional activities, and they are strongly encouraged to contribute to the community through service projects and to further their knowledge through self study.

Development of the Level II Portfolio. Teacher candidates further develop a portfolio that documents their progress toward meeting the Rhode Island Professional Teaching Standards (RIPTS), gaining pedagogical content knowledge in each area of the curriculum for Elementary, and the major discipline area for Secondary. The portfolio is part of the evidence of their development over time.

### **Level II Portfolio Preparation Guidelines**

1. You must use 4-6 pieces of evidence from coursework to represent your growth in the 11RIPTS.
  - Consider all of the evidence you have accumulated during Level II. Choose artifacts that best represent your growth as a teacher candidate in Level II and your progress in meeting the RIPS. Comparisons between initial work as a freshman and more recent accomplishments can be particularly powerful.
  - Every standard must be represented at some point across your evidence and rationales.
2. Write 3-4 persuasive/analytic narratives (double-spaced, 12 point font, black ink) that provide compelling arguments about your continued growth in meeting the 11 RIPS.
  - The standards should be expressed in your own language that makes it apparent that you understand the nature and intent of the standard.
  - The 3-4 narratives include an analysis of your current knowledge, experiences, and your assumptions as you aim to develop a broader, deeper perspective on the practice of teaching. Critical reflection is a means of constructing knowledge about one's self and the world by looking back on your experiences so as to learn from them. You may want to consider the following questions:
    - In what ways have you grown and changed since Level I?
    - How has your thinking changed? How has your teaching expertise changed?
    - How have you challenged yourself over the past two years?
    - What new or alternative explanations or ideas do you have relative to your initial perceptions or understanding?

- Are you more successful, effective, or knowledgeable as a teacher candidate? How so?
- How are you incorporating new experiences and new learning into your developing understanding of becoming a professional educator?
- How would YOU evaluate your development so far?
- The narratives should be well written and carefully proofread. There should be no errors in grammar, punctuation, spelling or mechanics.

The Level II portfolio is assessed through the criteria described in the following rubric.

Progress Review and Outcome. Teacher Candidates undergo a progress review of their Level II portfolios before they can be placed for Practicum. The final review is typically held in the Spring of Junior year (or in the Fall if a student is studying abroad) and is conducted by a Portfolio Review Committee made up of at least two full-time faculty members.

Each student's reviewed portfolio will be returned before registering for Practicum with the cover sheet signed by the reviewers and indicating the recommended action: (1) Move to Level III; (2) Revise and resubmit (with date due); or (3) Withdraw from Certification track and elect the Educational Studies track.

**Be sure to pick up your Portfolio after review. You will need it for your Eligibility to Student Teach Presentation in your senior year.**