



SCHOOL OF EDUCATION
PERFORMANCE ASSESSMENT SYSTEM
E-PORTFOLIO
LEVEL I: EXPLORING THE PROFESSION

DOCUMENTATION

- I. Cover Letter** – Include a formal cover letter to be addressed to the Dean and Faculty of the School of Education that states your intention to submit your portfolio for consideration and potential approval. The letter is composed of the following three parts: introduction, description of your experiences in level I, and consideration for your advancement in level II.
- II. Resume** – Include a 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).
- III. Scholarship** – Evidence: Provide a copy of your transcript indicating that your GPA is 2.75 or higher (accessible from myrwu.edu). If your GPA is below 2.75, please describe your plans to raise your GPA. You need to achieve a minimum GPA of 2.75 or above at the end of the semester preceding practicum.
- IV. Mathematics Literacy** – Evidence: Provide documentation of a grade of C- or higher in MATH 115/116 (Elementary) or MATH 110 or higher (Secondary). If you have not yet taken this course, explain your plan for completing it. If you are currently taking the course, submit a graded assignment.
- V. Basic Skills** – Evidence: Demonstrate mastery of basic skills in reading, writing, and math through achieving minimum SAT, ACT, or Praxis 1 scores. For the SAT, the minimum combined verbal and math score is 1100. For the ACT, the minimum scores are 22 in English, and 19 in Math with a minimum composite of 24. For the Praxis I, the minimum scores are 170 on each of the three subtests (reading, writing, and math). You must demonstrate mastery of basic skills through achieving these minimum scores before you can enroll in Level II courses.

LEVEL ONE
PORTFOLIO

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.

TCs in **Level I: Exploring the Profession** complete the two introductory level Education courses: EDU 200 *Foundations of Education* and EDU 202 *Psychology of Learning and Development*. During this level, TCs will be responsible for preparing a portfolio that documents satisfactory progress in the Rhode Island Professional Teaching Standards (RIPTS).

Level I Portfolio Preparation Guidelines - Format your documents for submission into your e-portfolio by using double-spacing, 1-inch margins, 12 point font, and black ink. Your written communication skills will be embedded and evaluated throughout the document.

PROGRESS TOWARD MEETING THE RIPTS: You are expected to address Standards 1, 3, 10, and 11. For each critical reflection, identify the standard you are addressing, provide your best piece of evidence for it, and write a rationale for how and why it shows your accomplishments. Include as evidence only pieces you developed during this academic year at RWU.

- The **evidence (artifact)** you choose must appropriately represent the Standard you are addressing.
 - One piece of evidence per standard is optimal.
 - If you include more than one piece, the additional piece should substantively strengthen your argument.
 - One piece of evidence may be used for more than one standard. For example, a paper written in EDU 200 could be your best evidence for both Standard 10 and Standard 11.

- The accompanying **critical reflection** must meet the following criteria for approval and inclusion in the portfolio:
 - The appropriate RIPTS is targeted and interpreted clearly in the student's own language.
 - Your critical reflection should be one to two pages in length (500 – 1,000 words). Use the attached rubric to guide your reflection.

GOALS FOR LEVEL II: Describe **three goals** you have set for your performance in Level II in relation to making further progress in the RIPTS. In what areas and in what ways do you want to focus your improvement in Level II? Use the details of the different standards to help you focus your planning. Explain how you plan to meet these goals.

Use the checklist below to be sure you have completed all required elements.

- COVER LETTER
- RESUME
- SCHOLARSHIP: TRANSCRIPT
- MATHEMATICS LITERACY: GRADES FROM MATH COURSES
- BASIC SKILLS
- PROGRESS TOWARD MEETING THE RIPTS: SELECTION OF ONE PIECE OF EVIDENCE AND A CRITICAL REFLECTION FOR EACH STANDARD ADDRESSED – RIPTS 1, 3, 10, and 11.
- GOALS FOR LEVEL II

	PROFICIENT	DEVELOPING	INSUFFICIENT
RIPTS 1: Teachers create learning experiences using a broad base of general knowledge that reflects an understanding of the nature of the communities and world in which we live.	Evidence indicates: an understanding that learning experiences drawn from multiple disciplines and ways of knowing empower students to apply knowledge and skills in real world settings.	Evidence indicates: an emerging understanding that learning experiences drawn from multiple disciplines and ways of knowing empower students to apply knowledge and skills in real world settings.	Evidence indicates: an insufficient understanding that learning experiences drawn from multiple disciplines and ways of knowing empower students to apply knowledge and skills in real world settings.
RIPTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop	Evidence indicates: an understanding that learning opportunities for children should be based upon the major concepts, principles, theories, and research related to the development of children	Evidence indicates: an emerging understanding that learning opportunities for children should be based upon the major concepts, principles, theories, and research related to the development of children	Evidence indicates: an insufficient understanding that learning opportunities for children should be based upon the major concepts, principles, theories, and research related to the development of children
RIPTS 10: Teachers reflect on their practice and assume responsibility for their own development by actively seeking and participating in opportunities to learn and grow as professionals.	Evidence indicates: an understanding of reflective practice in the assessment of the effects of teacher decisions and actions on the community of learners and a commitment to the discovery and application of new knowledge and skills.	Evidence indicates: an emerging understanding of reflective practice in the evaluation of the effects of teacher decisions and actions on the learning community and a commitment to the discovery and application of new knowledge and skills.	Evidence indicates: insufficient understanding of reflective practice in the evaluation of the effects of teacher decisions and actions on the learning community and a commitment to the discovery and application of new knowledge and skills.
RIPTS 11: Teachers maintain professional standards guided by legal and ethical principles.	Evidence indicates: an understanding of the importance of conducting oneself in a moral, ethical and professional manner.	Evidence indicates: an emerging understanding of the importance of conducting oneself in a moral, ethical, and professional manner.	Evidence indicates: an insufficient understanding of the importance of conducting oneself in a moral, ethical and professional manner.