



SCHOOL OF EDUCATION

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

Name: _____

Elementary: _____ or Secondary: _____ Core Concentration/Second Major: _____

Catalog Year: _____ Advisor: _____

Advisor's Initials : _____ Sophomore Semester One _____ Sophomore Semester Two _____ Junior Semester One

Date of Final Submission: _____ TC Signature: _____

____ Approved ____ Approved, pending revisions ____ Not Approved (At-Risk Protocol will be implemented)

- Recommended Action: ____ Move to Level III
 ____ Revise and Re-submit by _____ (date)
 ____ Withdraw from the Certification track and elect the Educational Studies track
 ____ Withdraw from the Education Program

Faculty Signatures: _____ Date: _____

Cooperating Teacher Signatures _____

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 your Advisor, 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. **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, you may not proceed to Level III.
- V. **Mathematics Literacy** – Evidence: Provide documentation of a passing grade in MATH 115/116 (Elementary) or MATH 110 or higher (Secondary), if you had not yet completed the course when you submitted your Level One Portfolio. If you are currently taking the course, submit a graded assignment.

LEVEL TWO

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.

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.

Undergraduates complete additional requirements: General Education required courses (currently referred to as “Core Requirements”); courses to satisfy core concentrations, minors, or other majors; and additional courses required of undergraduates by the School of Education.

During Level II, the following events occur: instruction of Level II Performance Assessment System during Level II courses and advisement, and at School of Education Workshops; development of the Level II Portfolio over the four semesters of Level II; gathering of documentation; and Level II progress review at the end of Level II coursework, before advising and registration for Level III-Practicum. An explanation of each component of Level II follows.

Instruction of Level II Performance Assessment System. Students are instructed in the Level II Performance Assessment System by RWU School of Education Faculty. Instruction is delivered in one or more contexts: (1) during class sessions of all level II courses, (2) during School of Education Portfolio Workshops, and (3) during academic advising.

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.

Gathering of Documentation. In addition to the portfolio, students in Level II provide documentation of the following:

- Updated resume
- Updated cover letter
- Scholarship: evidence of achieving a GPA of 2.75 or above. Students must provide a copy of the most recent transcript.
- Mathematics literacy, if not completed in Level I. On the transcript, highlight the grades received in mathematics courses taken at RWU.

Level II Portfolio Preparation Guidelines

1. Locate your Level I binder at the beginning of your first Level II semester (typically Fall semester Sophomore Year).
2. Select a suitable binder or container to store your Level I *and* Level II portfolio materials.
3. Separate the binder or container into Level I and Level II. In the Level II section, create up to six tabbed dividers, plus a section for “Goals.”
4. Continually over time, with guidance from your course instructors and advisors, choose artifacts or describe events in which you participated that best represent yourself as a teacher candidate in Level II and your progress in meeting the RIPTS.
5. As you select artifacts, analyze which RIPTS are best represented. **Every Standard must be represented at some point across your evidence and rationales.**

6. Write a persuasive, reflective/analytic rationale (double-spaced, 12 point font, black ink) for each piece of evidence that makes a compelling argument about how it helps to demonstrate your continued growth toward meeting the 11 RIPTS. Feel free to use the attached optional template.
7. The persuasive, reflective/analytic essays must meet the following criteria for approval and inclusion in the portfolio:
 - The standards are expressed in your own language that makes it apparent that you understand the nature of the standard.
 - The critical reflection includes an analysis of your current knowledge, your experiences, and your own assumptions to gain a broader perspective on the practice of teaching. Critical reflection is a means of constructing knowledge about one's self and about 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 changed and grown since Level I? How has your thinking changed? Have your assumptions, bias, or judgments about teaching and learning changed? How so? 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 do YOU evaluate your development so far?
 - The argument should be well-written and meet the following criteria:
 - Explicit and elaborate reflective and persuasive language is used. There are clear connections between the standard and the evidence used to support the argument.
 - A well-formulated conclusion provides a strong rationale for including the specific piece of evidence in the portfolio.
 - The persuasive essay contains no grammatical errors or errors in punctuation or mechanics.
8. In a separate, tabbed section, describe three goals you have set for yourself regarding your performance toward meeting 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 ones you developed in Level I.

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

Progress Review and Outcome. Teacher Candidates undergo a progress review of their Level II portfolios before they can be placed for Practicum. . You will be required to present your developing portfolio each time you meet with your advisor prior to registration. You will also be required to attend at least one Portfolio Workshop in both your sophomore and junior year. The final review is typically held in the Spring of Junior year, 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. A letter will also be sent from the Dean's Office.

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

LEVEL TWO DOCUMENTATION

- COVER SHEET
- COVER LETTER
- RESUME
- SCHOLARSHIP: TRANSCRIPT
- MATHEMATICS LITERACY: GRADES FROM MATH COURSES HIGHLIGHTED ON THE TRANSCRIPT

LEVEL TWO PORTFOLIO

- PROGRESS TOWARD MEETING ALL ELEVEN RIPTS: SELECTION OF UP TO SIX PIECES OF EVIDENCE AND A CRITICAL REFLECTION ON EACH.
- GOALS FOR LEVEL III

LEVEL II EVALUATION OF DOCUMENTATION

	APPROVED	NOT APPROVED: SUGGESTIONS FOR REVISION LISTED BELOW	NOT APPROVED COMMENTS LISTED BELOW
RESUME	Resume is well formatted and presents appropriate information professionally. Resume is grammatically correct.		
COVER LETTER	Cover letter is appropriately formatted and presents pertinent information professionally. Cover letter is grammatically correct.		
SCHOLARSHIP	Transcript reflects a GPA of 2.75 or above.		

	APPROVED	NOT APPROVED: SUGGESTIONS FOR REVISION LISTED BELOW	NOT APPROVED COMMENTS LISTED BELOW
MATHEMATICS LITERACY	Evidence indicates passing grade in the appropriate mathematics course.		
GOALS FOR LEVEL III	Goals are specific, measurable, observable, and performance-based. They relate directly to the TC's development and achievement as a beginning professional educator.		

