Roger Williams University
School of Education

PRACTICUM PORTFOLIO ASSESSMENT
LEVEL III PART A
COVER SHEET

Name: _____   Email: _____

☐Elementary   Core Concentration   _____

☐Secondary   Second Major _____

Catalog Year: _____   Advisor: _____

Clinical Supervisor: _____   Cooperating Teacher: _____

Student Signature: _____   Date of Submission: _____

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I have reviewed the included artifacts and evaluations.
Comments:

Recommended Action:

☐ **Approved -** The Teacher Candidate has earned a recommendation to Student Teach.

☐ **NOT Approved -** The Teacher Candidate has not earned a recommendation to Student Teach. It is recommended that the candidate withdraw from the certification track and elect the Educational Studies track (Elementary) or complete a Core Concentration (Secondary).

Clinical Supervisor: _____   Date : _____
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FINAL CHECKLIST: Have you compiled all of the elements of the Level III- Part A-Practicum Portfolio? Does it meet the standards of the RWU Performance Assessment System? Complete the checklist below as your final critical reflection before submission and defense of your work. Be sure to include it in the documentation section of your Level III Portfolio. The signature of your clinical supervisor indicates approval of the organization and contents of the portfolio and support for your entrance into student teaching.

DOCUMENTATION	PRACTICUM EVIDENCE Formative (F) and Summative (S)	ELIGIABILITY TO STUDENT TEACH PERSENTATION
☐ COVER SHEET ☐ COVER LETTER ☐ RESUME ☐ SCHOLARSHIP/TRANSCRIPT ☐ LEVEL III PART A CHECKLIST _____ Clinical Supervisor/Date	☐ COLLABORATIVE ASSESSMENT LOGS (F) ☐ INDIVIDUAL LEARNING PLANS (F) ☐ TWO CONTINUA OF TEACHER DEVELOPMENT (CT and CS) (F) ☐ FEEDBACK AND ANNOTATIONS FROM OBSERVED LESSONS (F) ☐ SCHOOL DISTRICT PROFESSINAL INITIATIVE (F) ☐ FIRST SIX WEEKS REPORT AND RUBRIC (S) ☐ CONTEXTUAL FACTORS REPORT AND RUBRIC (S) ☐ SHORT AND LONG TERM PLANNING REPORT AND RUBRIC (S) ☐ CT and CS EVALUATIONS (S) _____ Clinical Supervisor/Date	☐ SUCCESSFUL COMPLETION OF THE READINESS TO STUDENT TEACH DEMONSTRATION ☐ PRESENTATION EVALUATION FORM _____ Clinical Supervisor/Date

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PRACTICUM PORTFOLIO ASSESSMENT
LEVEL III PART A

Teacher candidates in the School of Education demonstrate their progress towards becoming professional teachers and their eligibility to student teach using the Performance Assessment System (PAS). The PAS at this level has three components:
1.) Required Documentation; 2.) Formative and Summative Assessments from Practicum; and 3.) Eligibility to Student Teach Presentation. During Level III, Part A-Practicum, teacher candidates prepare their portfolios to support their Eligibility to Student Teach Presentation.

1.) Required Documentation:
Teacher candidates must include the following required documentation in their portfolios.
- **Cover Sheet –** Complete all items on the cover sheet, sign and date.
- **Cover Letter –** Include a formal cover letter to be addressed to the Dean and Faculty of the School of Education that contains an introduction, highlights the Practicum experiences, and states the candidate's intention to submit and defend his/her portfolio for consideration and potential approval to Student Teach.
- **Resume –** Include a resume that describes the candidate's education, educational experiences and related activities, coursework, scholarships and awards to date. Candidates should use the Career Center to support their preparation of the professional resume.
- **Scholarship –** Include copy of the candidate's transcript indicating a GPA that is 2.75 or higher (accessible from myrwu.edu).
- **Level III**-Part A – Practicum Checklist.

The signature of the clinical supervisor signifies approval of the Teacher Candidate's documents.

2.) Formative and Summative Assessments:
Teacher candidates must also include all formative (F) and summative (S) assessments completed during practicum. These should include but are not limited to:
- **Collaborative Assessment Logs (F) –** Include copies of completed logs.
- **Individual Learning Plans (F) –** Include lesson plans, unit plans**.**
- **Continua of Teacher Development (F) –** Include copies of completed continua from CT and CS.

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- **Lesson Observation Feedback (F)-** Include copies of feedback from your cooperating teacher and clinical supervisor and annotated lesson plans.
- **Additional Assessments/Self-Assessments/Reflections on the Practicum Experience (F)-** your choice of artifacts related to the practicum experience.
- **School/District Professional Initiative (F)**
- **First Six Weeks Report (S) –** Included report and rubric.
- **Contextual Factors Report (S)**- Included report and rubric.
- **Short Term and Long Term Planning (S) -** Included report and rubric.
- **Cooperating Teacher's and Clinical Supervisor's Final Evaluations (S**) – Formal summative evaluations by your cooperating teacher and clinical supervisor. (form provided)

3.) Eligibility to Student Teach Presentation:

Teacher Candidates will schedule a 30-minute presentation appointment during Finals Week. The candidate will choose one evaluator and be assigned two additional evaluators. The presentation will be open to all interested members of the Roger Williams University community. During the presentation the candidate will have 20 minutes to make a presentation using evidence from their portfolio that exhibits their growth as beginning teachers through Levels I and II of the School of Education Program. In addition, the candidate will demonstrate their proficiency in the six teacher competencies areas as related to the Rhode Island Professional Teacher Standards (RIPTS).

A 10 minute question and answer discussion will follow the presentation. The candidate's portfolio presentation will be assessed by the evaluators and a judgment (see attached judging form) will be rendered regarding the candidate's readiness to student teach. The Teacher Candidate must be prepared to:

- **Exhibit Growth based on Levels I and II of the Performance Assessment System (PAS)**
- **Demonstrate Readiness to Student Teach.**
- **Answer Follow-up Questions from the Evaluators**

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Competency Area 1- Engaging and Supporting All Students in Learning

Indicators	Related RIPTS
• Connecting students' prior knowledge, life experience, and interests with learning goals.	RIPTS 3
• Using a variety of instructional strategies and resources to respond to students' diverse needs.	RIPTS 4
• Facilitating learning experiences that promote autonomy, interaction, and choice.	RIPTS 8
• Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.	RIPTS 5
• Promoting self-directed reflective learning for all students.	RIPTS 6

Competency Area 2 - Creating and Maintaining an Effective Environment for Student Learning

Indicators	Related RIPTS
• Creating a physical environment that engages the students.	RIPTS 6 RIPTS 4
• Establishing a climate that promotes fairness and respect.	RIPTS 6
• Promoting social development and group responsibility.	RIPTS 6
• Establishing and maintaining standards for student behavior.	RIPTS 6
• Planning and implementing classroom procedures and routines that support student learning.	RIPTS 6
• Using instructional time effectively.	

Competency Area 3 - Understanding and Organizing Subject Matter for Student Learning

Indicators	Related RIPTS
• Demonstrating knowledge of subject matter content and student development.	RIPTS 1, 2
• Organizing curriculum to support student understanding of subject matter.	RIPTS 1, 2
• Interrelating ideas and information within and across subject matter areas.	RIPTS 1, 2
• Developing student understanding through instructional strategies that are appropriate to the subject matter.	RIPTS 1, 2
• Using materials, resources, and technologies to make subject matter accessible.	RIPTS 1, 2

Competency Area 4 - Planning Instruction and Designing Learning Experiences for All Students

Indicators	Related RIPTS
• Drawing on and valuing students' backgrounds, interests, and developmental learning needs.	RIPTS 3, 4
• Establishing and articulating goals for student teaching.	RIPTS 2
• Developing and sequencing instructional activities and materials for student learning.	RIPTS 2
• Designing short-term and long-term plans to foster student learning.	RIPTS 2, 5
• Modifying instructional plans to adjust for student needs.	RIPTS 4

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Competency Area 5 - Assessing Student Learning

Indicators	Related RIPTS
• Establishing and communicating learning goals for all students.	RIPTS 8
• Collecting and using multiple sources of information to assess student learning.	RIPTS 9
• Involving and guiding all students in assessing their own learning.	RIPTS 6, 9
• Using results of assessments to guide instruction.	RIPTS 9
• Communicating with students, families, and other audiences about student progress.	RIPTS 7, 8, 9

Competency Area 6 - Developing as a Professional Educator

Indicators	Related RIPTS
• Reflecting on teaching practice and planning professional development.	RIPTS 10
• Establishing professional goals and pursuing opportunities to grow professionally.	RIPTS 10, 11
• Working with communities to improve professional practice.	RIPTS 7
• Working with families to improve professional practice.	RIPTS 7
• Working with colleagues to improve professional practice.	RIPTS 7
• Balancing professional responsibilities and maintaining motivation.	RIPTS 10, 11

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