Portfolio Process for the
Reading Teacher (316)/Reading Specialist (17)

The Portfolio Process

What is a portfolio?
Portfolios can take many forms and be used for many purposes such as development, showcase, or assessment. The purpose will in large part dictate the format, content, organization, and intended audience of the portfolio. Although very different in purpose, most portfolios have these common threads:
- work or production samples to illustrate a competency or competencies
- explanation of samples and why they were chosen
- self-assessment
- reflection

Why use a portfolio to assess student work?
The portfolio process allows you (the student) to be in control of the means of demonstrating competency. It provides for creativity and uniqueness to be part of and enhance that demonstration. Finally, it shows personal ownership of knowledge, skills, ideas and behaviors learned. In many cases, the actual development of the portfolio generates additional learning or clarifies understanding, so the process itself is educative.

Why use a portfolio to assess in this program?
Because a portfolio is student generated, this means of summative assessment is more consistent with the **vision and objectives** of the MSEPD-Reading program than standard forms of assessment and evaluation. We believe it is the best way to measure your learning. Additionally, the portfolio may also be incorporated partly or wholly into a professional development plan for licensure renewal.

The Portfolio Requirements

The Reading Teacher/Reading Specialist Portfolio should be contained within a three-ring binder. There should be three distinct sections for students seeking an MSEPD with licensure: 1. Foundations (Philosophy Statement), 2. Assessment & Remediation (including supervisor's evaluation), and 3. Implementation; for students seeking 316 licensure with no degree, there will be two sections: 1. Foundations (Philosophy Statement) and 2. Assessment & Remediation (including supervisor's evaluation).

Philosophy Statement
Students must include a personal statement of philosophy of teaching literacy (316) and administrating literacy programs (316/17). Things to consider in your philosophy are:
- Why you want to be a reading (literacy) professional
- Why literacy is important
- What you believe are the best ways to teach the language arts (Think about some of your best lessons. What did you do to make them work? How did you structure the lesson? Why?)
- The teaching approaches you favor and why you use these approaches (Give examples from classes that you have taught.)

- How you create a classroom environment that enables all students to learn (Think about classroom management and individualized instruction/meeting the needs of all students.)
- Overall goals for your students
- What it means to be a professional and a good colleague
- How you plan to continue to grow as a reading (literacy) professional

As you identify the elements that are key to your philosophy, cite research that has influenced you in your understanding and your insights.

Artifacts and Narratives
Choose artifacts from your coursework in three points of the MSEPD Reading program:

Check Point	Associated course(s)	Required artifacts
1. Foundations of Reading	READING 764	Philosophy of Literacy Teaching & Learning
2. Assessment & Remediation	READING 766 READING 767	Case Study (including supervisor's evaluation); sample lesson/unit plans
3. Implementation	EDUINDP 789 READING 771 (for WI-17 only)	Capstone Project K-12 Reading Program (for WI-17 only)

Include these artifacts in the physical portfolio along with short narrative statements (one per artifact) that describe the artifact and demonstrate competency in the **Wisconsin Teacher Standards** and/or the **Wisconsin Administrator Standards**. Each narrative should include an explanation of why you chose this artifact for inclusion in the portfolio. You are encouraged to choose excellent examples of your work as well as artifacts that were poorly done or received negative feedback originally and explain what insight you gained through the experience. Artifacts themselves will not be assessed or graded.

Please note: Do not place narratives and/or artifacts in plastic page covers.

A word of advice
As a professional, how you present yourself is critically important. When you prepare your portfolio artifacts, narrative statements, and philosophy statement, be sure to pay attention to…
- organization of content (Make it pretty!)
- organization and clarity of ideas (Make it logical!)
- idea development (Make it make sense! Be sure to explain your points, give examples from your experience and from the professional literature, etc.)
- usage and mechanics (Spelling counts!)

Wisconsin Teacher Standards
1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. 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. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans and delivers instruction based upon knowledge of subject matter, students, the community, and curricular goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Wisconsin Administrator Standards
1. The administrator has an understanding of and demonstrates competence in the 10 teacher standards.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

Revised 4/26/2010