Portfolio Guide
Program: Health Education (undergraduate)
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Performance Indicator</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>MoSTEP 1.2.1</td>
<td>1.2.1.1 The preservice teacher knows the discipline applicable to the certification area(s) (as defined by Missouri State Subject Area Competencies) - rule number to be determined;</td>
<td></td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>1.2.1.2 The preservice teacher presents the subject matter in multiple ways;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.1.3 The preservice teacher uses students’ prior knowledge;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.1.4 The preservice teacher engages students in the methods of inquiry used in the subject(s);</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.1.5 The preservice teacher creates interdisciplinary learning.</td>
<td></td>
</tr>
<tr>
<td>MoStep 1.2.2</td>
<td>1.2.2.1 The preservice teacher knows and identifies child/adolescent development;</td>
<td></td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>1.2.2.2 The preservice teacher strengthens prior knowledge with new ideas;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.2.3 The preservice teacher encourages student responsibility;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.2.4 The preservice teacher knows theories of learning.</td>
<td></td>
</tr>
<tr>
<td>MoStep 1.2.3</td>
<td>1.2.3.1 The preservice teacher knows and identifies child/adolescent behavior</td>
<td></td>
</tr>
<tr>
<td>Conceptual Framework</td>
<td>1.2.3.2 The preservice teacher designs and implements individualized instruction based on prior experience.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.3.3 The preservice teacher knows when and how to access specialized services to meet students’ needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.3.4 The preservice teacher connects instruction to students’ prior experiences and family, culture, and</td>
<td></td>
</tr>
<tr>
<td>Quality Indicator</td>
<td>Performance Indicator</td>
<td>Notes</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>MoStep 1.2.4</strong></td>
<td>1.2.4.1 The preservice teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem-solving, building new skills from those previously acquired);</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.4.2 The preservice teacher creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.4.3 The preservice teacher evaluates plans relative to long- and short-term goals and adjusts them to meet student needs and to enhance learning.</td>
<td></td>
</tr>
</tbody>
</table>
| **Conceptual Framework** | 2. Subject Matter  
3. Learning and Development  
4. Reflective Skills  
6. Professional Skills  
9. Diversity |       |
| **MoStep 1.2.5**   | 1.2.5.1 The preservice teacher selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs; |       |
|                    | 1.2.5.2 The preservice teacher engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities. |       |
| **Conceptual Framework** | 2. Subject Matter  
3. Learning and Development  
4. Reflective Skills  
5. Technology  
6. Professional Skills  
9. Diversity |       |
| **MoStep 1.2.6**   | 1.2.6.1 The preservice teacher knows motivation theories and behavior management strategies and techniques;                                           |       |
|                    | 1.2.6.2 The preservice teacher manages time, space, transitions, and activities effectively;                                                             |       |
|                    | 1.2.6.3 The preservice teacher engages students in decision making.                                                                                        |       |
| **Conceptual Framework** | 3. Learning and Development  
4. Reflective Skills  
6. Professional Skills |       |
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Performance Indicator</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MoStep 1.2.7</strong></td>
<td>1.2.7.1 The preservice teacher models effective verbal/non-verbal communication skills;</td>
<td></td>
</tr>
<tr>
<td>The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>1.2.7.2 The preservice teacher demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual Framework</strong></td>
<td>1.2.7.3 The preservice teacher supports and expands learner expression in speaking, writing, listening, and other media;</td>
<td></td>
</tr>
<tr>
<td>5. Technology</td>
<td>1.2.7.4 The preservice teacher uses a variety of media communication tools.</td>
<td></td>
</tr>
<tr>
<td>6. Professional Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Diversity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>MoStep 1.2.8</strong>  | 1.2.8.1 The preservice teacher employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor her or his knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies; | |
| The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. | 1.2.8.2 The preservice teacher uses assessment strategies to involve learners in self-assessment activities to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning; | |
| <strong>Conceptual Framework</strong> | 1.2.8.3 The preservice teacher evaluates the effect of class activities on both the individual student and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work; | |
| 4. Reflective Skills | 1.2.8.4 The preservice teacher maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues. | |
| 6. Professional Skills | | |
| 7. Assessment | | |</p>
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Performance Indicator</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MoStep 1.2.9</strong></td>
<td>1.2.9.1 The preservice teacher applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students’ growth and learning, and the complex interactions between them;</td>
<td></td>
</tr>
<tr>
<td>The preservice teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally, and utilizes assessment and professional growth to generate more learning for more students.</td>
<td>1.2.9.2 The preservice teacher uses resources available for professional development.</td>
<td>1.2.9.3 The preservice teacher practices professional ethical standards.</td>
</tr>
<tr>
<td><strong>Conceptual Framework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Foundation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Reflective Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Dispositions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MoStep 1.2.10</strong></td>
<td>1.2.10.1 The preservice teacher participates in collegial activities designed to make the entire school a productive learning environment;</td>
<td></td>
</tr>
<tr>
<td>The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.</td>
<td>1.2.10.2 The preservice teacher talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students’ problems;</td>
<td></td>
</tr>
<tr>
<td><strong>Conceptual Framework</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Professional Skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Collaboration and Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2.10.3 The preservice teacher seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;</td>
<td>1.2.10.4 The preservice teacher identifies and uses the appropriate school personnel and community resources to help students reach their full potential.</td>
<td></td>
</tr>
<tr>
<td>Quality Indicator</td>
<td>Performance Indicator</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------</td>
<td>-------</td>
</tr>
<tr>
<td><strong>MoStep 1.2.11</strong></td>
<td>1.2.11.1 The preservice teacher demonstrates an understanding of technology operations and concepts.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.11.2 The preservice teacher plans and designs effective learning environments and experiences supported by informational and instructional technology.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.11.3 The preservice teacher implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.11.4 The preservice applies technology to facilitate a variety of effective assessment and evaluation strategies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.11.5 The preservice uses technology to enhance personal productivity and professional practice.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.2.11.6 The preservice teacher demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and applies that understanding in practice.</td>
<td></td>
</tr>
</tbody>
</table>

**Conceptual Framework**

2. Subject Matter
3. Learning and Development
5. Technology
7. Assessment Skills
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Performance Indicator</th>
<th>Artifact and Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The structures, functions, and interrelationships of body systems as they apply to improving and maintaining healthful living</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The principles of nutrition and their applications in maintaining good health and preventing health-related problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The use and abuse of legal and illegal drugs and their effects on the human body and society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The prevention and management of communicable and chronic diseases (physical and mental) and related health care issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Consumer health issues related to the marketing, selection, and use of health products and services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. How to attain and maintain good mental health and its affect on the health of the body</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The dynamics of interpersonal relationships as related to family life, human sexuality, and growth and development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Intentional (violence and suicide) and unintentional (accidents) injury prevention, first aid, emergency systems, and the effects of trauma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The process of behavioral change that favorably affects personal health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The expanded model of the Comprehensive School Health Program and the interrelationships of its components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Strategies used to identify and reduce health risks in the community and the environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Career opportunities in health-related fields</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Decision-making and communication skills in health-related issues</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* This is a guide. Check with program faculty for required artifacts and changes.
* Updated on 9/26/01
The Professional Preparation Portfolio

Successful completion of a Professional Preparation Portfolio is required of all teacher education candidates at SMSU in order to be recommended for initial certification to teach. This portfolio is a graphic anthology of a student’s progress and performance in all coursework, practicum placements and student teaching experiences. The Professional Preparation Portfolio is also a medium by which the academic programs are evaluated for accreditation by the Missouri Department of Elementary and Secondary Education and the National Council for the Accreditation of Teacher Education.

Teacher education students will receive guidance throughout their program from the instructors of their courses to help answer questions and maintain quality of the portfolio. There are three checkpoints scheduled throughout the sequence of courses taken in the teacher education program. The checkpoints are individual conferences held between students and instructors to assure that everything is in order and progressing satisfactorily toward meeting the Missouri Standards for Teacher Education Program (MoSTEP) quality indicators and subject area competencies.

The first checkpoint occurs in SEC 302, PED 200, or MUS 200. The second will occur during the special methods courses or designated point in the degree program. The third and final checkpoint occurs during the student teaching semester. At that time the portfolio will be reviewed to determine if there is sufficient evidence to meet MoSTEP quality indicators and subject area competencies.

Portfolio Checkpoint 1: ELE302/SEC 302/PED 200/MUS 200*
These artifacts are required and must be included within the portfolio at checkpoint 1:
- Professional Resume
- Clinical Placements Log
- Artifacts with cover sheets as assigned – minimum of lesson plan and appropriate artifact cover sheet
- Evaluation of uploaded materials by faculty

Portfolio Checkpoint 2: Special Methods Courses or Designated Point in Program
A summary of general expectations for Portfolio Checkpoint 2 follows:
- Artifacts and artifact cover sheets required by the specialty area that reflect knowledge, skills and professional dispositions aligned with standards
- Professional Resume further developed
- Clinical Placement form completed to reflect additional experiences and outcomes
- Educational Philosophy

Portfolio Checkpoint 3: Supervised Student Teaching
Artifacts may be required and reviewed by the specialty area faculty, University Student Teaching Supervisor and cooperating teacher. A summary of expected content follows:
- Additional artifacts and artifact cover sheets as required in order to meet MoSTEP quality indicators and subject area competencies
- Professional resume completed
- Clinical placement form completed to reflect culminating experiences and outcomes
- Complete section IV of your portfolio (Student Teaching Evaluations)

For additional help log on to the SMSU PEU Website at http://education.smsu.edu/peu

*Students must consult with their departmental advisors concerning special requirements for artifact cover sheets. Limited examples follow.
Appendix 1: Portfolio Content and Requirements

- Access the portfolio website for further details at: [http://education.smsu.edu/peu/student_portfolios](http://education.smsu.edu/peu/student_portfolios)
- Candidates (students) starting the program in fall 2001 semester will be expected to develop the portfolio in an **electronic format** (web-based and/or zip disk or CD).
- There are four sections to the portfolio as noted below.
- Candidates that wish to maintain a hard copy of the portfolio, along with a copy in an electronic format, may purchase tabs that correspond to the following section at the University bookstore (Spring, 2002).
- The number and type of artifacts will correspond to the program assessment plan. See program faculty for guidance.
- Candidates should record progress toward meeting professional standards on the *Portfolio Guide* (see downloadable forms).

**Portfolio Sections**

**Section I. Introduction**

Section I contains the professional education candidate’s:
- Educational Philosophy
- Resume'
- Log of Clinical Placements assigned during the program (downloadable form)

**Section II. Professional Practice**

Section II includes artifacts that represent performances aligned to the Conceptual Framework (CF) MoSTEP and specialty area standards.
- Download a copy of the *Portfolio Guide* (replaces the old Table of Contents) specific to your area of study. The *Portfolio Guide* should be kept in Section II of the portfolio with artifacts reflecting the required standards placed after the guide. Candidates are expected to monitor progress toward standards on the *Portfolio Guide* (downloadable form).
- Artifacts that reflect the SMSU (CF) Learner Outcomes, the MoSTEP Standards and the specialty area standards will be placed in Section II of the portfolio. Artifacts must be accompanied by an *Artifact Cover Sheet* that documents the nature of the project as well as performances related to standards. (See downloadable forms to access the *Artifact Cover Sheet* and corresponding Directions for the Artifact Cover Sheet).

**Section III. Showcase**

Section III is the student Showcase Section. This is optional for students who elect to include items that will further illustrate their experiences in the professional education program as well as showcase mastery of professional standards and the Conceptual Framework general outcomes.

**Section IV. Field Evaluations**

This section should include practicum and student teaching field evaluations. See your program faculty for guidance regarding practicum materials and evaluations. For student teaching, include the evaluation of the cooperating teacher and the University supervisor of all placements in the student teaching semester.
DIRECTIONS FOR THE ARTIFACT COVER SHEET

Cover sheets should be attached to artifacts within the Professional Preparation Portfolio as directed by program faculty. The purpose of the cover sheet is to ensure reflection and review regarding performances related to the SMSU Professional Education Unit (PEU) Conceptual Framework (CF), the MoSTEP standards and your Specialty Area standards. Information provided on the cover sheet yields evidence of your progress in meeting professional education standards.

Directions for completing the sections of the cover sheet follow.

1. “Title of artifact”: Typically, an artifact will have a designated title. If it does not, provide a brief description or name.

2. “Date this artifact was collected”: When was the item completed, graded, or made available for inclusion in the portfolio? If necessary, give a more general time, e.g. “Fall Semester 2001.”

3. “Course or experience where the artifact was developed”: Provide both the course code and course title. If the item was not developed for a course, describe the experience corresponding to development.

4. “Quality indicators addressed by this artifact”: Identify the quality indicators/learner outcomes that are represented within the artifact.
   - CF: Include general learning outcome(s). Include number and name (e.g. “9. Diversity”).
   - Generally list one MoSTEP quality indicator (possibly more than one can be cited—check with your department). Include the text and number of the quality indicator being addressed in your reflection.
   - Specialty Area: Include the text and number of the strand and competency.

Cover sheet examples for some programs are available at [http://education.smsu.edu/peu/student_portfolios/coversheetexamples](http://education.smsu.edu/peu/student_portfolios/coversheetexamples). Programs limit the number of standards to be addressed by a single artifact; therefore, it is very important to see your program faculty for guidance.

5. “Reflective Narrative”: This section includes a summary of candidate performances that correspond to the quality indicator and learner outcomes listed. The narrative should indicate what you know (knowledge) and what you are able to do (skills). Use the performance indicators corresponding to each quality indicator as a guide. This section requires analysis and synthesis of performances related to standards and should be written as a narrative summary rather than a list. The narrative should document that you have demonstrated performances consistent with the CF Learner Outcomes, the MoSTEP and the Specialty Area standards noted above.

Cover sheet examples for some programs are available at [http://education.smsu.edu/peu/student_portfolios/coversheetexamples](http://education.smsu.edu/peu/student_portfolios/coversheetexamples). Some programs have specific requirements for narrative preparation; therefore, it is very important to see your program faculty for guidance.
ARTIFACT COVER SHEET
ABOUT THIS ARTIFACT

Student Name: ________________________________________________

Major/Certification Area: ________________________________________

Title of the Artifact: __________________________________________

Date this artifact was collected: ________________________________

Course or experience where artifact was developed: 

Quality indicators addressed by this artifact - Include MoSTEP and Specialty Area Indicator(s) as well as PEU CF Learner Outcome(s) as appropriate:

Reflective narrative – How this artifact reflects performances specific to MoSTEP, PEU CF Learner Outcomes and/or Specialty Area performance indicators as appropriate. What do I know and what am I able to do?

Instructor Signature: _______________________________  Date: _________________

Instructor Comments and Recommendations:
(Note that signatures are optional. Cover Sheets may be scanned to facilitate the electronic format.)
Appendix 3: CF General Learning Outcomes

The curricula of professional education programs at Southwest Missouri State University reflect our commitment to these beliefs. Further, they reflect and are aligned with the professional standards specified by state, national and professional accreditation organizations. Our initial and advanced programs are designed to develop candidate knowledge, skills, and dispositions associated with successful professional educational practice.

**SMSU professional education graduates will demonstrate competence in:**

1. **Foundations**: knowledge of the historical development of the profession, and foundational issues and arguments underlying its practices, as well as understanding of the importance of integrated learning across disciplines.
2. **Subject Matter**: knowledge of subject matter discipline content and the ability to integrate content with pedagogy appropriate to the candidate’s field of study.
3. **Learning and Development**: knowledge of human development and motivation, theories of learning, pedagogy and assessment.
4. **Reflective skills**: communication skills, critical and creative thinking abilities and other skills crucial to reflective decision-making.
5. **Technology**: knowledge and skills in the use of technology appropriate to the candidate’s field of study.
6. **Professional Skills**: the practical abilities to implement the skills, techniques, and strategies associated with student learning and development in the educational context in which they practice.
7. **Assessment Skills**: the skills to conduct valid and reliable assessments of their students’ learning, and use that assessment to improve learning and development for their students.
8. **Dispositions**: the intellectual, social, ethical, and other personal attributes and beliefs previously ascribed to reflective decision-makers in a variety of professional settings, including a commitment to their own lifelong learning and professional development.
9. **Diversity**: the ability to skillfully facilitate and promote the learning of all students, including those from diverse cultural, racial and economic backgrounds, and those with disabilities.
10. **Collaboration and Leadership**: the ability and skills to foster and maintain collaborative, empowering relationships with other professionals within schools and the community.