Portfolio Guide
Program: English Education (undergraduate)
<table>
<thead>
<tr>
<th>Quality Indicators</th>
<th>Performance Indicators</th>
<th>Artifact and Course</th>
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</thead>
<tbody>
<tr>
<td><strong>MoStep 1.2.1</strong> The preservice teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society, and creates learning experiences that make these aspects of subject matter meaningful for students.</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>
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<td></td>
<td>1.2.1.2 The preservice teacher presents the subject matter in multiple ways;</td>
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<td>1.2.1.3 The preservice teacher uses students’ prior knowledge;</td>
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<td>1.2.1.4 The preservice teacher engages students in the methods of inquiry used in the subject(s);</td>
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<td>1.2.1.5 The preservice teacher creates interdisciplinary learning.</td>
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<td><strong>Conceptual Framework</strong></td>
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<td></td>
<td>1.Foundation</td>
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<td></td>
<td>2.Subject Matter</td>
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<td>3.Professional Skills</td>
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<td><strong>MoStep 1.2.2</strong> The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</td>
<td>1.2.2.1 The preservice teacher knows and identifies child/adolescent development;</td>
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<td>1.2.2.2 The preservice teacher strengthens prior knowledge with new ideas;</td>
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<td>1.2.2.3 The preservice teacher encourages student responsibility;</td>
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<td><strong>Conceptual Framework</strong></td>
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<td>3.Learning and Development</td>
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<td>6.Professional Skills</td>
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<td><strong>MoStep 1.2.3</strong> The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td>1.2.3.1 The preservice teacher identifies prior experience, learning styles, strengths, and needs;</td>
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<td>1.2.3.2 The preservice teacher designs and implements individualized instruction based on prior experience, learning styles, strengths, and needs;</td>
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<td>1.2.3.3 The preservice teacher knows when and how to access specialized services to meet students’ needs;</td>
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<td><strong>Conceptual Framework</strong></td>
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<td>3.Learning and Development</td>
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<td>6.Professional Skills</td>
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<td>9.Diversity</td>
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<td></td>
<td>1.2.3.4 The preservice teacher connects instruction to students’ prior experiences and family, culture, and community.</td>
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* This is a guide. Check with program faculty for required artifacts and changes.

* Updated on 9/26/01
<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Performance Indicator</th>
<th>Notes</th>
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<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>
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<tr>
<td><strong>Conceptual Framework</strong></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>
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<tr>
<td>2. Subject Matter</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>
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<td>3. Learning and Development</td>
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<tr>
<td>4. Reflective Skills</td>
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<td>6. Professional Skills</td>
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<tr>
<td>9. Diversity</td>
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</tbody>
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| 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; | |
| **Conceptual Framework** | 1.2.5.2 The preservice teacher engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities. | |
| 2. Subject Matter | | |
| 3. Learning and Development | | |
| 4. Reflective Skills | | |
| 5. Technology | | |
| 6. Professional Skills | | |
| 9. Diversity | | |

<p>| MoStep 1.2.6 | 1.2.6.1 The preservice teacher knows motivation theories and behavior management strategies and techniques; | |
| <strong>Conceptual Framework</strong> | 1.2.6.2 The preservice teacher manages time, space, transitions, and activities effectively; | |
| 3. Learning and Development | 1.2.6.3 The preservice teacher engages students in decision making. | |
| 4. Reflective Skills | | |
| 6. Professional Skills | | |</p>
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<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>
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<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>
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<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>
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<tr>
<td>5. Technology</td>
<td>1.2.7.4 The preservice teacher uses a variety of media communication tools.</td>
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<td>6. Professional Skills</td>
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<td>9. Diversity</td>
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<tr>
<td><strong>MoStep 1.2.8</strong></td>
<td>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;</td>
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<tr>
<td>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.</td>
<td>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;</td>
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<tr>
<td><strong>Conceptual Framework</strong></td>
<td>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;</td>
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<tr>
<td>4. Reflective Skills</td>
<td>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.</td>
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<td>6. Professional Skills</td>
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<td>7. Assessment</td>
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<td>Quality Indicator</td>
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<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>
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<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>
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<td><strong>Conceptual Framework</strong></td>
<td>1.2.9.3 The preservice teacher practices professional ethical standards.</td>
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<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>
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<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>
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<tr>
<td><strong>Conceptual Framework</strong></td>
<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>
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<td>Quality Indicator</td>
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<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>
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<td>The preservice teacher understands the theory and application of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.</td>
<td>1.2.11.2 The preservice teacher plans and designs effective learning environments and experiences supported by informational and instructional technology.</td>
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<tr>
<td><strong>Conceptual Framework</strong></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>
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<tr>
<td>2. Subject Matter</td>
<td>1.2.11.4 The preservice applies technology to facilitate a variety of effective assessment and evaluation strategies.</td>
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<tr>
<td>3. Learning and Development</td>
<td>1.2.11.5 The preservice uses technology to enhance personal productivity and professional practice.</td>
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<tr>
<td>5. Technology</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>
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</table>
The beginning (pre-service) **English 9-12** teacher will demonstrate knowledge of and/or competency in the following areas of study:

| 1. Fundamentals and Effective Use of English | 1.1 the interrelation of reading, writing, speaking, and listening.  
(1997 SSC 1, 8; NCTE 3.1; IRA (2003) 1.4.2, 4.3; IRA (1997): 2.1, 2.4; PRAXIS II: 0049: II.1, III.2) | 1.2 effective oral and written usage.  
1.3 how the English language works, including its grammars, semantics, syntax, morphology, phonology, lexicon, history, and dialects. |
| 2. Language Development and Literacy | 2.1 how secondary students continue to develop and extend their reading, writing, speaking, viewing, and listening abilities.  
(1997 SSC: 4, 7; NCTE: 3.1, 3.6; IRA (2003) 1.3.2; IRA (1997) 6 and 3; PRAXIS II: 0049: II.3) | 2.2 diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.  
2.3 how the differences among learners (physical, perceptual, emotional, social, cultural, environmental, and intellectual) influence their learning, language development, and literacy acquisition.  
2.4 the interrelation of language development and literacy acquisition.  
2.5 what preconceptions, error patterns, and misconceptions may be found in students’ understanding of how language functions in communication and ways to help correct these misunderstandings.  
2.6 how to design instructional programs and strategies that build on students’ experiences and existing language skills and result in the students becoming competent, effective users of language. |
| 3. Reading, Literature, and Comprehension | 3.1 reading processes (pre-, during, post-).  
(1997 SSC2,5,6,10; MO GLE, 5-8: Reading [1-C,D,E,F,G,H,I; 2-A,B,C; 3-A,B,C]; MO GLE, 5-8: Information Literacy [1-A,B]; NCTE: 3.2, 3.3, 3.5, 3.6; IRA (2003) 1.1.2, 4.1.2, 4.2.2, 4.2.3, 4.3, 4.4.2; IRA (1997) 1.3, 1.4, 1.5, 2.6, 2.6, 2.12, 2.13, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 7.1, 7.2, 7.3, 7.4, 7.5, 8.1; ETS: 0049: I.1-I.7; IV.1) | 3.2 a broad spectrum of narrative and expository reading materials, including works written specifically for young adults, encompassing different topics, themes, genres, and non-fiction; as well as a broad historical and contemporary spectrum of United States, British, and world literature, including a range of cultures, male and female authors of various cultures and ethnic origins.  
3.3 strategies to monitor and increase reading comprehension.  
3.4 techniques and strategies for the ongoing development of independent vocabulary acquisition.  
3.5 how to locate and use a variety of print and non-print reference sources.  
3.6 the characteristics of literary types and forms.  
3.7 how to help students think critically about what they read.  
3.8 methods for promoting personalized reactions to reading and the value of sharing those responses.  
3.9 a variety of critical approaches to interpreting text |
| 4. Thinking and Communicating Through Writing, Speaking, and Listening | 4.1 a broad range of pre-, during, and post-writing strategies to generate meaning and to clarify understanding.  
(1997 SSC 3, 9; MO GLE, 5-8: Writing [1-A; 2-B,C,D,E,F; 3-A,B,C,D,E]; MO GLE, 9-12: Listening & Speaking [1-A,B; 2-A]; MO GLE, 5-8: Information Literacy [2-A]; ACEI 11, 12, 13, 14; NCTE: 2.4, 3.2, 3.4; IRA (2003) 4.3; IRA (1997) 2.6, 2.7, 9.1, 9.2; ETS: 0049: III.1, III.2; IV.2) | 4.2 varied methods of argument, types of appeals, and persuasive strategies in writing and speaking.  
4.3. use of evidence and documentation.  
4.4 composing processes used to prepare information to share orally, visually, and/or in writing.  
4.5 different organizational patterns and strategies used for writing and speaking for different audiences and purposes.  
4.6 ways of creating instruction, activities, and experiences that develop varied writing, speaking and presentation skills to communicate with different audiences for a variety of purposes.  
4.7 how to respond to film, video, graphic, photographic, audio, and multimedia texts.  
4.8 technology used to enhance learning and reflection on learning.  
4.9 how to help students develop the capacity to listen so they comprehend, analyze, consider, respond to, and discuss spoken material, non-fiction, fiction, dramatic works, and poetry. |
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](http://education.smsu.edu/peu)

*Students must consult with their departmental advisors concerning special requirements for artifact cover sheets. Limited examples follow.*
ENG 405: PORTFOLIO CHECKPOINT II GUIDELINES

Carefully read these directions; carefully follow these directions and never, never hesitate to ask for clarification on any point!

Meeting the following portfolio standards for Checkpoint II will provide evidence of your preparation for the teaching of secondary or middle school level language arts. Your artifacts will also make evident your emerging expertise as a teacher in the content area. The portfolio is required by the state and will serve you well as you begin interviewing for jobs and are asked to articulate your ideas about teaching and how you are prepared to structure and conduct your own classes when you become a classroom teacher.

SECTION I: INTRODUCTION

_____ Education and English Philosophies
_____ Resume
_____ Logs and evaluations for all clinical, practicum, and field experience placements.

SECTION II A: PROFESSIONAL PRACTICE

_____ Print and include current copies of the following standards and indicators:
   _____ MoStep
   _____ Conceptual Framework (CF)
   _____ Speciality Area English (SAI) 5 - 8 OR 9 - 12
   _____ International Reading Association/National Council of Teachers of English (IRA/NCTE)
   _____ This guideline handout
   _____ Tabbed dividers for each of the 11 MoStep standards (see next page)
   _____ At least one artifact with cover sheet for each section

NOTE: Artifacts may be used more than once but must comply with the following guidelines:

1. No artifact may be used more than THREE (3) times in the portfolio (this includes both sections IIA and IIB).
2. Photocopies of the repeated artifact must be used to duplicate the original; do NOT cross-reference.
3. Each time the artifact is used it must have a different artifact cover sheet written to demonstrate the specific ways it links to the standards and indicators for each section in which it appears.

_____ Cover sheets for each artifact
   1. Each cover sheet must follow the online format and include all required information. (Note: instructor signatures are no longer required on cover sheets)
   2. Standards and indicators, with numbers and descriptors, must appear on each cover sheet to make exactly clear what the artifact evidences. MoStep Standards must be provided in their entirety; others may be summarized.
   3. The reflective narrative of each cover sheet must use the language of the applicable descriptors to explain how and why the artifact demonstrates what you know and how you intend to apply what you know. Avoid merely describing the artifact.

SECTION II B: SPECIALITY AREA ENGLISH

_____ Print and include copies of the following documents:
   (NOTE: In this section, you are responsible for choosing applicable SAI and IRA/NCTE standards for the cover sheets of each artifact you include.)
   _____ Speciality Area English (SAI) 5 - 8 OR 9 - 12
   _____ International Reading Association/National Council of Teachers of English (IRA/NCTE) Standards
   _____ Create a tabbed section for each of the FIVE (5) English competencies listed below. Use at least one artifact for each competency. Use a minimum of 4 and a maximum of 6 artifacts in this section.
   Creative Writing
   Critical/Analytical Writing
   Source Supported Writing (MLA documentation)
   Content Knowledge
   Use of Standard English
   _____ Cover sheets for each artifact (See the IIA artifact cover sheet guidelines and use them for Section IIB cover sheets.)

PHOTOCOPY THIS PAGE AND CREATE TAB HEADINGS FOR SECTIONS IIA and IIB
1. CONTENT KNOWLEDGE
   MoStep 1.2.1
   CF 1, 2, 6
   SAI 1.1, 1.2, 1.4, 1.7, 1.8, 1.10
   IRA/NCTE 1, 2, 3

2. ADOLESCENT DEVELOPMENT
   MoStep 1.2.2
   CF 3, 6
   SAI 1.3, 1.7
   IRA/NCTE 7

3. DIVERSE LEARNERS
   MoStep 1.2.3
   CF 3, 6, 9
   SAI 1.3, 1.6, 1.11
   IRA/NCTE 9, 10

4. LONG RANGE PLANNING and CURRICULUM DEVELOPMENT
   MoStep 1.2.4
   CF 2, 3, 4, 6, 9
   SAI 1.5, 1.6, 1.11
   IRA/NCTE 11

5. STRATEGIES FOR THINKING and PERFORMANCE SKILLS
   MoStep 1.2.5
   CF 2, 3, 4, 5, 6, 9
   SAI 1.5, 1.6
   IRA/NCTE 3, 7

7. COMMUNICATION TECHNIQUES
   MoStep 1.2.6
   CF 3, 4, 6
   SAI 1.3, 1.9
   IRA/NCTE 4

8. ASSESSMENT STRATEGIES
   MoStep 1.2.8
   CF 4, 6
   SAI 1.4, 1.5
   IRA/NCTE 9

9. PROFESSIONAL REFLECTION
   MoStep 1.2.9
   CF 1, 4
   SAI 1.1, 1.2, 1.5, 1.10, 1.11
   IRA/NCTE 11, 12

10. FOSTERING RELATIONSHIPS
    MoStep 1.2.10
    CF 6, 10
    SAI 1.10, 1.11
    IRA/NCTE 11

11. EDUCATIONAL TECHNOLOGY
    MoStep 1.2.11
    CF 2, 3, 5, 7
    SAI 1.6
    IRA/NCTE 8

TABS FOR SECTION IIB
   (YOU ARE TO CHOOSE APPLICABLE STANDARDS AND INDICATORS FOR THESE SECTIONS FROM THE IRA/NCTE STANDARDS AND THE 5 - 8 OR 9 - 12 SAIs.)

1. CREATIVE WRITING

2. CRITICAL/ANALYTICAL WRITING

3. SOURCE SUPPORTED WRITING
   (MLA FORMAT AND DOCUMENTATION)

4. CONTENT KNOWLEDGE

5. USE OF STANDARD WRITTEN ENGLISH

6. MOTIVATIONAL and CLASSROOM MANAGEMENT

Revised spring 2004
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. 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. 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.