HKR Department Portfolio Requirements – HKR

Introduction

The Health Kinesiology and Recreation Department at Southern Arkansas University requires each candidate to develop a professional portfolio. The portfolio provides you with an opportunity to document your knowledge, skills and dispositions as a candidate progressing through a designated area of study. You should collect and retain all course materials for your portfolio. You will begin the process with the development of your initial portfolio. The procedures and requirements for the initial portfolio are listed on page 5 of this handbook. An acceptable or target initial portfolio will serve as a requirement for entry into the HKR teacher education program. After you have submitted an acceptable or target initial portfolio you will begin to develop your initial portfolio into your working portfolio which will be continually revised as you progress through your degree program. A review of your portfolio will be made at identified benchmarks throughout your degree program, providing you with valuable feedback regarding your development in your area of study (take your working portfolio with you for pre-registration each semester for advisor assistance and monitoring). From the working portfolio, you will develop a presentation portfolio during the final semester of your enrollment in classes. This portfolio should assist you in meeting the needs of today’s job market. You will want to select artifacts that put your best efforts on display. This presentation portfolio might also be your employment portfolio in the future by adding examples of your work experience, student teaching experience or internship experience if applicable. Your presentation portfolio is due for faculty review according to the degree program you are pursuing: Physical Education, Wellness, and Leisure (Teacher Education) at the time of application for student teaching, or the semester you are enrolled in HKR 4102; Exercise Science upon notice the semester you are doing your Practicum II/III; Recreation upon notice from the Chair of HKR the semester you apply for graduation.

The following information has been provided as a general guideline to assist you in developing a portfolio.

Glossary

Artifacts: A sample or example of work that identifies your knowledge, skills and dispositions.

Candidate: individuals accepted into HKR who are progressing toward a degree using a current degree plan (historically referred to as students or majors).

Collaboration: any opportunity to interact and advocate for HKR related activity in a school, community or work site settings. Collaborative opportunities include active participation in professional organizations, workshops and conferences as well as service, community and internship activities.
Dispositions: The values, commitments, and professional ethics that influence behaviors and are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, respect and social justice.

Reflection/Self-assessment: Candidate's written interpretation of what standards or objectives were addressed and what was learned from the experience contained in an artifact and how it relates to your discipline or teaching and learning. These documents should be used throughout the program to document your progress in meeting beginning practitioner competencies. (see Suggested format for Artifact presentation).

References: This section of the portfolio is dedicated to references for the beginning practitioner competencies as set by learned societies in your area of study (references, reviews, web sites, technology based information etc. may be included in this section). This section should include a glossary of terms, which may also include sites related to portfolio development.

Step 1 – Read all of the portfolio information as related to your area of study- know your advisor; review your degree plan and requirements for certification, licensure, departmental requirements and/or professional learned society standards; review testing and paper work deadlines; and review all the information available as it relates to your portfolio requirements. Be sure to stay up to date on the newest technologies and portfolio requirements, as they may change during tenure as a candidate in HKR.

Step 2 – Begin a glossary of terms- Throughout your time in HKR you will identify and be able to use terms specific to your profession. This list will be progressive and will be extensive. It is suggested that you keep your terms on a disc that you update each semester and renumber and alphabetize before you print them to hard copy for inclusion in your review able portfolio. (You may want to start the glossary section with the following statement: “Through out this document, the following terms and definitions relative to HKR are identified:”

Step 3 – Secure appropriate standards book- Obtain a current copy of the learned society’s standards for your field of study. Candidates should review and become familiar with the standards established by the appropriate learned society. If no standards are offered by a learned society in your field, you will be expected to use the HKR department’s Portfolio goals and objectives for assessment criteria.

Step 4 – Review documentation of standards through professional activities- Each semester record your involvement in and service to your profession. Document your membership in student professional clubs, regional and national associations. Write a narrative highlighting meetings, conferences and workshops that you attend. Present a review of volunteer activities, showing your support and leadership roles. Reflect on jobs you have held that have assisted you in meeting your professional goals. Document and reflect on professional certifications, licenses and honors that you have received. At the time of your portfolio review, write a reflection regarding all the documentation you have gathered as it relates to professional activities as one artifact for standard 10.

Step 5 – Portfolio Review – Each candidate will present their working portfolio to their advisor during pre-registration or as deemed appropriate by their advisor. The portfolio will be reviewed on a pass/fail basis. Any candidate receiving a failing grade on the working portfolio at any point, will be required to re-mediate deficiencies and receive a passing grade within the time limit determined by their advisor. Each area of study may identify specific portfolio review requirements above and beyond the basics identified in the Portfolio handbook. (Rating
summaries for each level portfolio are available from major professors and the department secretary or in the portfolio handbook associated with your degree plan (plan of study)

**Step 6 – Presentation Portfolio Review – final semester of enrollment** - Each candidate will present their presentation portfolio to their advisor or a faculty committee during the semester in which the candidate has applied for student teaching, professional internship or graduation as determined by the degree plan or plan of study requirements. Candidates should be prepared to present the portfolio before beginning the final semester of classes, or internship experiences. A letter with exact due dates will be sent from the HKR Department Chair’s office. The portfolio will be evaluated using the portfolio rating form on page 14 of the handbook. The candidate must receive an acceptable or target rating to move forward for graduation. Approval for graduation or student teaching can be withdrawn by the faculty committee or candidate’s advisor with the submission of a failing portfolio. Any candidate receiving a failing grade on the presentation portfolio will be required to re-mediate deficiencies in order to graduate.
Completing a portfolio is a difficult, time-consuming, and a very rewarding task. The following are some tips that may be helpful in your endeavor to create a terrific portfolio.

1. Some of the most time consuming things are doing the index tabs, the clip art, table of contents, and the organization. Don't put these things off to the last minute (e.g., day before an interview or review date, etc.).

2. Make a word document template for the Portfolio Standard cover sheet. As you write and save reflections for your artifacts, you can reuse the template for consistency.

3. Figure out how to type on index tabs before doing the ones for your portfolio. Buy some extra tabs and see how they work on your word processor.

4. Dedicate a filing cabinet or a box to just your portfolio. This is where you will gather and store portfolio related stuff. Have each section identified and put things in there when you do them during your course of study.

5. Start taking pictures early on. It usually several pictures to get a few good ones. Of course, make sure you have permission to photograph any students you may work with.

6. Don't go overboard on colors or clip art. Content should take precedence over the artwork. Do the content first, and then add the clip art and pictures. The pictures should complement your content. This is a professional portfolio, not a scrapbook.

7. Along those same lines, make sure the pictures and sample work are secure in the binder. Use colors that are complimentary to the pictures or work. It is best to use the same or similar background colors in each of your sections. Avoid using colors like loud pink or dark on dark.

8. Use card stock to print your 3-ring spine title on, as regular paper typically won't go down the side protective sleeve very easily.

9. For the section title divider pages of your portfolio it is best to buy the protective covers with the tabs already built on them. The tabs that you buy to stick on to protective covers don't work very well. Then you can print out your section title with clip art and just slide it in the protective cover.

10. Do not hand write your index tabs. Those need to be typed and should be on both sides of the tab. This will make it easier to navigate to the sections during an interview.

11. Make sure all your protective cover sheets are of the same type and it is best to get the ones that don't show a glare.

12. It is best to number the sections of the Table of Contents and then put the corresponding number on the index tabs.

13. It is usually best to do a Table of Contents last after you have checked everything and are sure it is in the order it needs to be in. (It will need to be revised before each submission).

14. Purchase a 3 ring binder that has a plastic protector mechanism at the back and front of the 3-ring binder. This really helps when opening and closing the 3-ring.

15. The Title page on the very front of the 3 ring (in the protective cover) and the title on the inside front should be close to identical.
Admission-Assessment One-All new freshmen or transfer students entering SAU beginning the Fall of 2003 are expected to submit their Initial Portfolio as an application for admission to the HKR Department during the semester they are enrolled in HS 2043. Admission into the program requires an acceptable or target rating on the initial portfolio.

Standards for Admission to HKR teacher education (Physical Education, Wellness, and Leisure and coaching endorsement) program at SAU are as follows:

1. Course work requirements: be on track and making progress in general education required courses; be a member of and participate in HKR club activities, maintain the required GPA in major, and education courses, and abide by all area identified degree plan requirements.
2. Completed at least 25 credit hours that demonstrate progression on the identified degree plan (The proposed course work requirements include the following classes. ENGL 1113, HIST 2013 or 2023, or 1003 or 1013, SPCH 1113, HKR 1113, 1123, and 4 hours of Biological Science)
3. Submission of an Introductory Portfolio that includes at least:
   I. Letter of application with
      a. reasons you want to be PE teacher
      b. why you believe physical education should be a part of a K-12 student’s education.
   II. Completed portfolio shell
      Completed shell of your portfolio includes: using a 3-ring notebook, cover sheets for all standards with description and outcomes, cover sheets for other sections, appropriate tabs, table of contents, disposition form from HS 2043, etc. (See Introductory Portfolio Grade Sheet).
   III. Artifacts and Reflections
      a. a minimum of eight artifacts (work samples) and reflections placed under the appropriate portfolio standard. No more than three artifacts in any one standard. Though any standard may be used, for the initial portfolio artifacts the candidate will have difficulty obtaining appropriate artifacts/reflections for some standards until they complete some upper level courses. The department recommends the candidate first look for artifacts/reflections for the following standards: (1) Content Knowledge, (3) Diverse Students, (5) Communication, (8) Reflection, (9) Technology, and (10) Collaboration
   III. Reflection: An overall Portfolio reflection that is a minimum of two pages. Discuss what you have learned in your academic career thus far that will assist you in becoming a quality physical education teacher. Include the answers to: What is the most important lesson you have learned? How will you use this information in your quest to be a quality professional? (this is to demonstrate ability to communicate effectively in a proper grammatical format)

*Acceptance into the program is based upon the stated criteria. Offers of admission into the HKR program are presented to those students who have demonstrated a commitment to the field.
**Portfolio Artifact Reflection format for HKR Departmental Standards**

**Artifact Selection Form**

*artifacts themselves are supportive evidences that you are meeting the standards.

Name ____________________________________________ Date ______________________

Name of Artifact _____________________________________________________

Standard # _____ Standard Title___________________________________________

Course name and number where artifact originated________________________________

Cover sheet should include the following information:

1. What does the standard mean to you?
2. How does the artifact you selected demonstrate that you have met or are beginning to meet the competency expressed in the standard?
3. What does the artifact or activity say about you becoming a professional in the field or teacher and your growing competence or how was the artifact used in a lesson to enhance your learning?
4. Indicate which Portfolio Standard and associated outcomes you feel the artifact addresses and why.
5. Relate the standard artifact to your growing competence as it relates to future students or clients. (PEWL majors should relate the information to NASPE K-12 standards).

*An Artifact is not simply a piece of paper or a form, it includes a narrative about the piece of paper, form or picture describing the activity, event paper, etc. and how it was graded (you may include the rubric if available). Your description should include: what you did or saw, what you learned, how this experience will make you a better professional, how you might use the information in the future or change what you did to make it better fit your professional aspirations etc.

As you progress through your program of study, your ability to reflect in depth and write comprehensive narratives should be evidenced.
Introductory Portfolio Rating Form

Name__________________________________________ Date ____________________________

Introductory Portfolio Contents

Completed shell of your portfolio includes:
___ 3-ring notebook ___ Title page ___ Table of Contents ___ Letter of Application ___ HKR Club
___ cover sheets for all standards with description and outcomes ___ appropriate tabs

PORTFOLIO CONTENT
Verification of portfolio content will be identified using the following indicators:
2 = at target - fully developed 1 = acceptable - included 0 = unacceptable - not included

___ Artifact # 1 ___ reflection ___Portfolio Standard (1-10)
___ Artifact # 2 ___ reflection ___Portfolio Standard
___ Artifact # 3 ___ reflection ___Portfolio Standard
___ Artifact # 4 ___ reflection ___Portfolio Standard
___ Artifact # 5 ___ reflection ___Portfolio Standard
___ Artifact # 6 ___ reflection ___Portfolio Standard
___ Artifact # 7 ___ reflection ___Portfolio Standard
___ Artifact # 8 ___ reflection ___Portfolio Standard

PORTFOLIO QUALITY
Verification of portfolio quality will be identified using the following indicators:
2 = target 1 = acceptable; satisfactory quality 0 = unacceptable; below expectation

___ organization ___ layout and visual appeal ___ grammar (spelling and punctuation)
___ letter of application ___ reflection paper ___ candidate disposition form

___ artifact # 1 ___ reflection
___ artifact # 2 ___ reflection
___ artifact # 3 ___ reflection
___ artifact # 4 ___ reflection
___ artifact # 5 ___ reflection
___ artifact # 6 ___ reflection
___ artifact # 7 ___ reflection
___ artifact # 8 ___ reflection

Ratings Summary

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<th>Quality</th>
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<td>target (average 1.6-2)</td>
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<td>acceptable (average .76-1.5)</td>
<td>acceptable (average 1-1.5)</td>
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<td>unacceptable (average .75 and below)</td>
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*Portfolios rated below the acceptable level must be resubmitted and acceptance into the program will be delayed.

Evaluator signature ___________________________________________ Date_________________________
HKR Department Portfolio Standards and Outcomes

**Standard 1: Content Knowledge** - *Candidates understand HKR content and disciplinary concepts related to the development of a physically educated person*

**Outcomes**
1. Identify critical elements of motor skill performance and combine motor skills into appropriate sequences for the purpose of improving learning.
2. Demonstrate competent motor skill performance in a variety of physical activities.
3. Describe performance concepts and strategies related to skillful movement and physical activity (e.g., fitness principles, game tactics, skill improvement principles).
4. Describe and apply bio-science (anatomical, physiological, biochemical) and psychological concepts to skillful movement, physical activity, and fitness.
5. Understand and debate current physical activity issues and laws based on historical philosophical, and sociological perspectives.
6. Demonstrate knowledge of approved state and national content standards and local program goals.

**Standard 2: Growth and Development** - *Candidates understand how individuals learn and develop and can provide opportunities that support their physical, cognitive, social and emotional development.*

**Outcomes**
1. Monitor individual and group performance in order to design safe instruction that meets appropriate student/client/participant developmental needs in the physical, cognitive, and socio/emotional domains.
2. Identify, select, and implement appropriate learning/practice opportunities based on expected progressions and levels of readiness.
3. Identify, select, and implement appropriate learning/practice opportunities based on understanding the student/client/participant, the learning/teaching/practice environment, and the task.

**Standard 3: Diversity** - *Candidates understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences*

**Outcomes**
1. Identify, select, and implement appropriate instruction that is sensitive to all persons’ strengths/weaknesses, multiple needs, learning styles, and prior experiences (e.g., cultural personal, family, community).
2. Use appropriate strategies, services and resources to meet diverse learning needs.

**Standard 4: Management and Motivation** - *Candidates use an understanding of individual and group motivation and behavior to create a safe learning/teaching/practice environment that encourages positive social interaction, active engagement in learning and self-motivation.*

**Outcomes**
1. Use managerial routines that create smoothly functioning learning experiences.
2. Organize, allocate, and manage resource (e.g., participants, time, space, equipment, activities, and candidate attention) to provide active and equitable learning experiences.
3. Use variety of developmentally appropriate practices (e.g., content selection, instructional formats, use of music, appropriate incentive/rewards) to motivate clients to participate in physical activity in all areas of life.
4.4 Use strategies to help students clients/participants demonstrate responsible personal and social behaviors (e.g., mutual respect, support for others, safety, cooperation) that promote positive relationships and a productive learning environment.

4.5 Develop an effective behavior management plan.

**Standard 5: Communication -** Candidates use knowledge of effective verbal, non-verbal and media communication techniques to enhance learning and engagement in physical/leisure activity settings.

**Outcomes**

5.1 Describe and demonstrate effective communication skills (e.g., use of language, clarity, conciseness, pacing, giving and receiving feedback, age appropriate language, non-verbal communication).

5.2 Communicate managerial and instructional information in a variety of ways (e.g., bulletin boards, music, task cards, poster, Internet, video).

5.3 Communicate in ways that demonstrate sensitivity to all students/clients/participants (e.g., considerate of ethnic, cultural, socioeconomic, ability, gender differences).

5.4 Describe and implement strategies to enhance communication among all individuals in physical activity settings.

**Standard 6: Planning and Instruction -** Candidates plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals, based on state, national and/or learned society standards.

**Outcomes**

6.1 Identify, develop, and implement appropriate program and instructional goals.

6.2 Develop short and long-term plans that are linked to both program and instructional goals and student/client/participant needs.

6.3 Select and implement instructional strategies, based on selected content, student/client/participant needs, and safety issues, to facilitate learning in the physical activity setting.

6.4 Design and implement learning experiences that are safe, appropriate, relevant, and based on principles of effective participation in movement.

6.5 Apply disciplinary and pedagogical knowledge in developing and implementing effecting learning environments and experiences.

6.6 Provide learning experiences that allow students/clients/participants to integrate knowledge and skills from multiple subject areas.

6.7 Select and implement appropriate (e.g., comprehensive, accurate, useful, and safe) resources and materials.

6.8 Use effective demonstration and explanations to link physical activity concepts to appropriate learning experiences.

6.9 Develop and use appropriate instructional cues and prompts to facilitate competent motor skill performance.

6.10 Develop a repertoire of direct and indirect instructional formats to facilitate student/client/participant learning (e.g., ask questions, pose scenarios, facilitate factual recall, promote problem solving and critical thinking).

**Standard 7: Assessment -** Candidates understand and use assessment to foster physical, cognitive, social and emotional development of participants in physical activity.

**Outcomes**

7.1 Identify key components of various types of assessment, describe their appropriate and inappropriate use, and address issues of validity, reliability, and bias.

7.2 Use a variety of appropriate authentic and traditional assessment techniques to assess student/client/participant performance, provide feedback, and communicate progress (i.e., for both formative and summative purposes).
7.3 Involve student/client/participant in self and peer assessment.
7.4 Interpret and use performance data to provide an avenue for pro-activity and making future informed decisions.

**Standard 8: Reflection** - Candidates are reflective practitioners who evaluate the effects of their own actions on others, and seek opportunities to grow professionally.

**Outcomes**
8.1 Use a reflective cycle involving description of activity, justification of the candidate performance, the setting of goals, and implementation of change.
8.2 Use available resource (e.g., colleagues, literature, professional associations) to develop as a reflective professional.
8.3 Construct a plan for continued professional growth based on the assessment of personal performance.

**Standard 9: Technology** - Candidate use information technology to enhance learning and to enhance personal and professional productivity.

**Outcomes**
9.1 Demonstrate knowledge of current technologies and their application within the field.
9.2 Design, develop, and implement learning activities that integrate information technology.
9.3 Use technologies to communicate, network, locate resources, and enhance continuing professional development.

**Standard 10: Collaboration** - Candidates foster relationships with constituents, to support participants’ growth and well-being.

**Outcomes**
10.1 Identify strategies to become and advocate to promote a variety of physical activity opportunities.
10.2 Actively participate in the professional community (e.g., local, state, district, and national) and within the broader education associated with the field of study.
10.3 Identify and seek community resources to enhance physical activity opportunities.
10.4 Establish productive relationships with administrators, colleagues, community agencies and families to support student/client/participant growth and well-being.

**NASPE K-12 Standards for Teacher Educators**

1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the learning and performance of physical activities.
3. Participates regularly in physical activity.
4. Achieves and maintains a health-enhancing level of physical fitness.
5. Exhibits responsible personal and social behavior that respects self and others in a physical activity setting.
6. Values physical activity for health, enjoyment, challenge, self expression, and/or social interaction.
**Teacher education candidates**

**Assessment Two** - Criteria for admission to the Professional Education Unit

1. Pass all three portions of Praxis I
2. Cumulative GPA 2.5 of possible 4.0
3. Cumulative GPA of 2.5 with no grade below a C in the major/minor/endorsement
4. Grade C or better in Comp I, Comp II, Speech, Intro to Education and College Algebra
5. Approval of the HKR Faculty Review Board
6. Approved by Professional Education Unit Faculty
7. Working portfolio with an acceptable or target rating on standards and dispositions.

A portion of the artifacts used in the working portfolio includes various required items identified by faculty in course syllabi e.g. IEP, collaboration and diversity assignments for Adapted Kinesiology HS 4013, personal health inventory from Personal and Community Health HS 1403, Web page from Education Technology and Media Lab EDUC 2023, testing assessment from Measurement and Evaluation HKR 4923, lesson plan from Theory and Techniques of Rhythm Activities HKR 3882, EED 3703 or SED 3723 unit plan and curriculum design, and Pathwise assignment from HKR 4102. The remainders of the artifacts are candidate success driven. Each candidate can choose from a multitude of artifacts they believe are target quality and include them in the portfolio to meet the number of items required as documentation for each standard. Candidates must score a minimum of .75 out of possible 2 for working portfolio content and 1 out of possible 2 for working portfolio quality. Artifacts are to demonstrate the candidate is meeting the standard for which it is submitted. The reflection sheet for each artifact should carefully explain how the candidate believes the artifact demonstrates that the standard has been met and how.

The working portfolio is submitted to the HKR faculty advisor at pre-registration for verification that progress is being made then at the time the candidate applies for admission to College of Education or is enrolled in HKR 4102 for final grading. The HKR Faculty Review Board evaluates it during the review process and a recommendation to the Professional Education Unit is submitted through the chair. Be sure to include your e-mail address and a phone number where you can be notified about the admission decision. Candidates must successfully complete ALL of the requirements for admission to the College of Education before enrollment in any identified education methods courses.
**Teacher education candidates**  
**Working Portfolio Rating Form**

Candidate __________________________________________ Date __________________________________

Required elements:
___ loose leaf notebook ___ Title page ___ Table of Contents ___ webpage review ___ glossary
___ candidate disposition forms (3/1/benchmark) ___

Verification of portfolio content will be identified using the following indicators:
2 = at target-fully developed  1= acceptable-included  0 = unacceptable –not included

Artifacts must include at least two artifacts for each standard. All course syllabi content requirements must be included, but not limited to: 
___ IEP assignment ___ collaboration assignment ___ diversity Assignment ___ health survey ___ fitness or sport test ___ lesson plan (check completed items)

**Portfolio Content**

[an individual artifact may meet more than one standard].

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**Portfolio Quality**

Verification of portfolio quality will be identified using the following indicators:
2 = target  1= acceptable; satisfactory quality  0 = unacceptable; below expectation

___ organization ___ layout and visual appeal ___ grammar(spelling and punctuation)
___ candidate dispositions forms ( shows a progressive improvement throughout the benchmarks)

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**Ratings Summary**

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portfolios must be rated at least at the acceptable level in both areas of the portfolio or it will need to be resubmitted and the HR faculty will not initially recommend admission to the College of Education.

Evaluator signature __________________________________________ Date __________________________
Teacher education candidates
Assessment Three – Field experience Level III  (Student teaching internship)

Criteria for admission to student teaching internship

(1) Cumulative GPA of 2.5
(2) Cumulative GPA of 2.5 in major with no grade below C
(3) Cumulative GPA of 2.5 in supporting field with no grade below C
(4) Cumulative GPA of 2.5 in Education Methods with no grade below C
(5) Pass PLT, Praxis I in Major and Praxis II in supporting field
(6) Complete and turn in admission package containing:
   a. Updated degree plan signed and dated by advisor
   b. Application form
   c. TB skin test not to expire before end of internship
   d. Typed resume
   e. Signature on transcript release form
   f. College of education agreement form
   g. Copy of fingerprint card and checks
   h. Copy of Praxis I & II scores
(7) Submit a Presentation portfolio-documentation of HKR teaching standards and dispositions

The reflection cover sheet for this assessment is the same as the cover sheet for the working portfolio since this is a continuation of the candidate’s ability to identify their competencies according to NASPE/NCATE standards. There is an additional artifact requirement for each standard with this portfolio, all of which must be from Education Methods courses and field experiences.

The Presentation portfolio is submitted to the HKR faculty advisor at the time the candidate applies for admission to the Student Teaching internship. It is evaluated by the HKR faculty and a recommendation to the College of Education is submitted to the director of student teaching in the department of Curriculum and Instruction. The portfolio will be available from the HKR advisor after evaluation. The candidate is to include an e-mail address and a phone number where they can be notified about the admission decision. Candidates must successfully complete ALL of the requirements for admission to the student teaching internship before enrollment in EED 4016, EDUC 4003, and SED 4006 (Internship courses).
**Teacher education candidates** Presentation Portfolio Rating Summary

Name_____________________________________________ Date ____________________________

Presentation Portfolio **Required Elements**

___ loose leaf notebook ___ Title page ___ Table of Contents

___candidates disposition forms (check completed items)

Presentation Portfolio **Content**

Artifacts must include at least three artifacts for each standard. All course syllabi content assessment requirements must be included. Identified Course syllabi content requirements must be included, but not limited to: _____ participation in professional organization ____ IEP assignment ____ collaboration assignment ____ diversity Assignment ____ health survey ____ fitness or sport test ____ lesson plan ____ unit plan ____ curriculum ____ at least one artifact must be from a methods class and emphasize performance rather than content knowledge. (check completed items)

Verification of portfolio content will be identified using the following indicators:

2 = at target - fully developed 1 = acceptable - included 0 = unacceptable - not included

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Presentation Portfolio **Quality**

Verification of portfolio quality will be identified using the following indicators:

2 = target 1 = acceptable; satisfactory quality 0 = unacceptable; below expectation

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Ratings Summary

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portfolios must be rated at least at the acceptable level in both areas of the portfolio or it will need to be resubmitted and the HKR faculty will not initially recommend admission to the Student Internship.

Evaluator signature _______________________________________  Date___________________
**Teacher education candidates**

**Assessment Four:** Graduation-Completion of Program/application for licensure

In order to successfully complete the student teaching internship, candidates must successfully demonstrate they have mastered the competencies and dispositions as indicated in *Pathwise*.

The co-requisite courses of EED 4016, EDUC 4003, and SED 4006, are required to complete an acceptable Student Teaching/ Field Experience Level III portfolio with artifacts collected from student teaching.

**Requirements for the Field Experience Level III portfolio are determined by the Curriculum and Instruction Department of the College of Education at Southern Arkansas University. The university supervising professor from HKR completes the portfolio evaluation.**

The portfolio must include:

**Table of Contents**

A. Introductory Materials

1) resume and other introductory materials
2) copy of university transcript
3) required credentials, certificates and documents
4) philosophy of teaching
5) rationale for subject matter

B. Teacher Preparation Experiences

1) lesson plans prepared for internship experience
2) evaluations
3) writing sample
4) pictures/video/CD of project
5) awards, honors certificates

C. In-service Teaching Experiences

1) lesson plans from teaching
2) introduction of teaching classroom community
3) lesson plans actually taught
4) sample of adapted lesson plan for special needs student
5) evaluations
   a) university supervisor
   b) collaborating teacher
   c) yourself (reflection)
   d) candidate disposition form (1/faculty and cooperating teacher)
6) sample of student’s work
   a) letters of commendation, thanks etc (optional)
7) The Learner- characteristics drawn from your experience. List five student behaviors that touch off positive responses from you as a teacher and five student behaviors that elicit negative responses from you as a teacher. Reflection is to include previous knowledge of teaching and learning styles.
8) Final Reflection statement of entire internship experience

The employment Portfolio is identified as the Student Teaching Portfolio in the SAU Teacher Education Program Field Experience Level III Policy manual. The rubric for this portfolio is found on page 54 & 55 from student teaching policy manual.
Southern Arkansas University PEWL Candidate Dispositions
To be completed by the PEWL candidate:
Name of Candidate_______________________________________________________________
Date _______________  Course _____________________________________________

To be completed and signed by faculty/cooperating teacher

1. Attendance:
   _____ target- regularly attended with no unexcused absences
   _____ acceptable- attended with only one absence
   _____ unacceptable- more than one unexcused absence

2. Punctuality:
   _____ target- always on time
   _____ acceptable- late only once
   _____ unacceptable- late more than once

3. Diversity:
   _____ target-Demonstrated respect for, acceptance of, and understanding of diversity and individual differences, demonstrated a belief that all students can learn
   _____ acceptable-demonstrated acceptance of but neither/nor respect for or understanding of diversity and individual differences
   _____ unacceptable-did not demonstrate acceptance of diversity or individual differences

4. Reliability, Dependability:
   _____ target-completed all assignments, tasks, and duties on time
   _____ acceptable- completed at least 80% of assignments, tasks and duties on time
   _____ unacceptable- completed less than 80% of assignments, tasks and duties on time

5. Appearance (e.g. no caps inside, no plastic or rubber sandals or flip-flops, no tube, tee or crop tops, no inappropriate writing on clothing , no unhemmed garments, all waisted garments at waist)
   _____ target-dressed appropriately as a physical education teacher 100% of the time
   _____ acceptable-dressed appropriately as a physical education teacher at least 80% of the time
   _____ unacceptable-dressed inappropriately as a physical educator less than 80% of the time

6. Interaction with others-- concern for, and comfort interacting with others, respectful of authority
   _____ target- always exhibited attributes
   _____ acceptable – at least 80% of the time exhibited attributes
   _____ unacceptable-less than 80% of the time exhibited attributes

7. Response to feedback-- appears to be reflective, responsive to feedback, willing to revise plan and implement suggestions
   _____ target- always exhibits attributes
   _____ acceptable- 80% of the time appears to exhibit attributes
   _____ unacceptable-less than 80% of the time appears exhibit attributes

8. Commitment to the profession
   _____ target- always exhibited enthusiasm for the profession or assignment
   _____ acceptable- 80% of the time exhibited enthusiasm for the profession or assignment
   _____ unacceptable- less than 80% of the time exhibited enthusiasm for the profession or assignment

9. Accepts and models leadership styles
   _____ target always accepts and models leadership styles
   _____ acceptable- 80% of the time accepts and models leadership styles
   _____ unacceptable- less than 80% of the time accepts and models leadership styles

10. Willingness to collaborate/partner with others/accept role as a team leader
    _____ target-always willing to be a collaborative member
    _____ acceptable-80% of the time is a willing collaborative member
    _____ unacceptable- less than 80% of the time is a willing collaborative member

Comments:

Faculty signature:___________________________________________      date_____________________