KANSAS STATE UNIVERSITY | College of Education

Preparing educators to be knowledgeable, ethical, caring decision makers

PILOT

STUDENT INTERNSHIP PORTFOLIO
Department of Curriculum & Instruction
FALL 2017

Elementary & Secondary Student Internship Portfolio

Overview

The Student Internship Portfolio is designed for the student intern to demonstrate their competence in teaching and learning, knowledge of content, instructional practice, and professional responsibilities of education. These categories are built around the Conceptual Framework of the College and is focused upon the following entries:

Entry 1: The Learner and Learning
      1-1   Learner Development
      1-2   Learning Differences
      1-3   Learning Environment
Entry 2: Content Knowledge
      2-1   Content Knowledge
      2-2   Application of Content
Entry 3: Instructional Practice
      3-1   Assessment
      3-2   Planning for Instruction
      3-3   Instructional Strategies
Entry 4: Professional Responsibility
      4-1   Professional Learning and Ethical Practices
      4-2   Leadership, Participation, and Collaboration
Entry 5: Education Research
      5-1   Data Analysis of a Unit

What is included in each entry?

For each entry there will be prompts for you to respond requiring a narrative essay and/or the compiling of data to demonstrate candidate mastery of the item delineated from the Conceptual Framework. The essay will be a reflective component of your experience or from the data collected in template form. Additionally, the candidate may include the submission of artifacts that illustrate candidate competency.

> ***Artifacts***: An artifact is compelling evidence that you have mastered one or more of the ideas and skills contained in the COE Conceptual Framework and your ability to conduct action research. A good artifact is professionally presented, personally meaningful, and accompanied by an insightful, thoughtful, and clear reflection/discussion. All artifacts should be clearly labeled, devoid of any identifying student information, and clearly demonstrable of candidate ability. The artifacts should be either digitally linked to or clearly referenced in the essay. Artifacts may include: course papers, lessons, units, projects, reflections, observation notes, video, or other relevant materials.

Reflective Essays: The essays should be constructed to be reflective in nature, demonstrating a candidate's knowledge, professionalism, and ability as a teacher. The essay will be a maximum of 400 words unless denoted otherwise in the instructions. A suggested format to complete the reflective essays is provide below:

Opening paragraph: Clearly defining the part of the conceptual framework being discussed in the essay. What are the key ideas and skills of this entry subject as pertaining to effective teaching and/or student learning.

Subsequent paragraphs: What evidence is provided to help demonstrate the skills, knowledge, and practices described in the opening paragraph? Artifacts selected should be clearly referenced to or digitally linked within the essay.

Submission and Evaluation

The portfolio is to be submitted on the Canvas Student Teaching page. You may upload reflective essays, artifacts, links, and respective templates in the appropriate entries of the Canvas course page. Each entry's submission will be examined and assessed by the faculty, clinical instructors, and professors of practice in the Department of Curriculum and Instruction.

Statement Regarding Academic Honesty
Kansas State University has an Honor and Integrity System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor and Integrity System. The policies and procedures of the Honor and Integrity System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The Honor and Integrity System website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor and Integrity System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "On my honor, as a student, I have neither given nor received unauthorized aid on this academic work." A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

The K-State Honor Code applies to the creation of this portfolio. It is expected that the appropriate sources will be cited for all borrowed ideas and materials. It is also expected that each essay and all analysis will be your original work.

Any instance of plagiarism or other violations of the Honor Code will be reported to the Honor Council. Sanctions will be determined by the faculty assigned to supervise your student teaching in consultation with the Director of Field Experiences.

Policy on Revisions

Students who fail to meet the minimum passing score on one portfolio entry but score within 5 points will receive feedback and be given seven calendar days to submit revisions to the faculty. Students failing more than one entry, or who fail one entry by more than 5 points, will receive a grade of Incomplete for student teaching and should schedule a meeting with their student teaching supervisor, the Director of Field Experiences and Portfolio Committee Chair to determine whether revisions may be submitted to the current portfolio. In some cases, it may be necessary to repeat all or a portion of the internship.

Overview of Entry Submissions

Entry 1: The Learner and Learning

1-1 Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.

The candidate should complete a reflective essay illustrating the development of the students under their supervision. Three artifacts are to be submitted and may include the Contextual Factors template, lesson plans, unit plans, video excerpts of teaching, and student feedback.

1-2 Learning Differences
The candidate uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.

The candidate should complete a reflective essay illustrating the differences of the students under their supervision. Three artifacts are to be submitted and may include the Contextual Factors template, multicultural lesson plans, unit plans, and lesson plans.

1-3 Learning Environment
The candidate works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

The candidate should complete a reflective essay illustrating the learning environment established in their teaching. Three artifacts are to be submitted and may include student assignments, student feedback, lesson plans, teacher observations and evaluations, and teacher reflections.

Entry 2: Content Knowledge

2-1 Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content. (This entry may be up to 800 words).

The candidate should complete a reflective essay illustrating appropriate content knowledge utilized in teaching the content. Three artifacts are to be submitted and may include Unit Plans, Lesson Plans, Course Plans, Class Syllabi, Teacher Observations, and Teacher Evaluations.

2-2 Application of Content
The candidate understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication, collaboration, outside resources, reading, technology, and in critical and creative thinking.

The candidate should complete a reflective essay illustrating appropriate application of content utilized in lessons. Three artifacts are to be submitted and may include Unit Plans, Student Feedback, Student Evaluations, Teacher Observations and Evaluations, lesson plans, assignments, and student work.

Entry 3: Instructional Practice

3-1 Assessment
The candidate understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

The candidate should complete a reflective essay illustrating appropriate use of assessment utilized in teaching. Three artifacts are to be submitted and may include Unit Plans, Student Feedback, Assessments, and Student Work.

3-2 Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

The candidate should complete a unit of instruction and submit for this entry a unit plan detailing content knowledge, use of technology by teachers and students, integrative content, and multiple pedagogical strategies.

3-3 Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

The candidate should complete a reflective essay demonstrating how the strategies utilized in instruction are appropriate for meeting the needs of all students in the unit. Three artifacts detailing these relationships and activities should be included.

Entry 4: Professional Responsibility

4-1 Professional Learning and Ethical Practices
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

The candidate should complete a reflective essay demonstrating how they can develop professionally based on situations from their student internship. Three artifacts detailing these relationships and activities should be included.

4-2 Leadership, Participation, and Collaboration
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

The candidate should complete a reflective essay detailing how they participated in the school in terms of leadership, collaboration, other school professionals, support staff, and community members. Three artifacts detailing these relationships and activities should be included.

Entry 5: Education Research

5-1 Data Analysis of a Unit
The candidate seeks, analyzes, and uses research and data to make wise judgments about curriculum, instruction, and assessment.

This entry will analyze the data from one specific unit taught during the student internship. The candidate will complete data tables and subsequent questions in response to prompt 5-1. There is no reflective essay for this entry, but reflective questions regarding data analysis at the end of the data tables.

Examples of data that can be collected and examined prior to and after instruction include: relevant standardized assessment data, student performance on previous tasks and units of study, student self-assessment, teacher assessment of student readiness, student grasp of essential concepts to be taught during the unit.

The goal of the analysis of this data is not to measure student understanding of low-level identification items prior to instruction, but rather to anticipate and plan for student growth in learning, comprehension, and higher-order thinking from instruction during the unit. Thus, pre- and post- measurement should not be an automatic given, but rather a true measurement of growth from the teaching of the student intern. The tables and presentation of data can be modified from what is given below. The candidate should consult with the cooperating teacher, university supervisor, and clinical instructor to identify relevant sources of useful information for analysis.

Student Internship Portfolio Scoresheet
Kansas State University
Preparing Educators to be Knowledgeable, Ethical, Caring Decision Makers
for a Diverse and Changing World

Student Name_____   Semester_____ Year_____

Name of School_____   Full Name of Evaluator_____

City and State_____   Subject(s)_____Grade Level(s)_____ \\

5	4	3	2	1
Distinguished	Proficient	Satisfactory	Basic	Unacceptable
Evidence demonstrates exceptional analysis, synthesis, and application.	Evidence demonstrates comprehensive analysis, synthesis, and application.	Evidence demonstrates substantial analysis, synthesis, and application.	Evidence demonstrates some analysis, synthesis, and application.	Evidence demonstrates little or no analysis, synthesis, and application.

Entry 1: The Learner and Learning				
1-1 Learner Development				
Masterful essay clearly showing demonstration of learner development with appropriate illustrative artifacts.	Well constructed essay detailing learner development. Artifacts support teacher assertions.	Essay details understanding of learner development with artifacts presented.	Minimal learner development explained with artifacts presented.	Poor organization, little connection with artifacts, no understanding of learner development presented
1-2 Learning Differences				
Masterful essay clearly showing demonstration of learner differences with appropriate illustrative artifacts.	Well constructed essay detailing learner differences. Artifacts support teacher assertions.	Essay details understanding of learner differences with artifacts presented	Minimal learner differences explained with artifacts presented.	Poor organization, little connection to artifacts, no understanding of learning differences
1-3 Learning Environment				
Masterful essay clearly showing demonstration of learner environment with appropriate illustrative artifacts.	Well constructed essay detailing learner environments. Artifacts support teacher assertions.	Essay details understanding of learner environment with artifacts presented	Minimal learner environment explained with artifacts presented.	Poor organization, little connection to artifacts, no understanding of learning environments

Entry 2: Content Knowledge				
2-1 Content Knowledge				
Masterful essay clearly showing demonstration of content knowledge with appropriate illustrative artifacts.	Well constructed essay detailing content knowledge. Artifacts support teacher assertions.	Essay details understanding of content knowledge with artifacts presented	Minimal content knowledge explained with artifacts presented.	Poor organization, little connection to artifacts, no understanding of content knowledge
2-2 Application of Content				
Masterful essay clearly showing demonstration of application of content with appropriate illustrative artifacts.	Well constructed essay detailing content applications. Artifacts support teacher assertions	Essay details understanding of application of content with artifacts presented	Minimal application of content explained with artifacts presented.	Poor organization, little connection to artifacts, no understanding of content application
Entry 3: Instructional Practice				
3-1 Assessment				
. Masterful essay clearly showing demonstration of assessment with appropriate illustrative artifacts.	Well constructed essay detailing assessment. Artifacts support teacher assertions	Essay details understanding of assessment with artifacts presented	Minimal assessment explained with artifacts presented.	Poor organization, little connection to artifacts, no understanding of assessment
3-2 Planning for Instruction				
Masterful instructional planning demonstrated	Proficient instructional planning Demonstrated	Acceptable instructional planning demonstrated	Minimal instructional planning demonstrated.	Poor organization,, no understanding of instructional planning
3-3 Instructional Strategies				
Masterful essay clearly showing demonstration of instructional strategies with appropriate illustrative artifacts.	Well constructed essay detailing instructional strategies. Artifacts support teacher assertions.	Essay details understanding of instructional strategies with artifacts presented	Minimal instructional strategies explained with artifacts presented.	Poor organization, little connection to artifacts, no understanding of instructional strategies
Entry 4: Professional Responsibility				
4-1 Professional Learning and Ethical Practices				
Masterful essay clearly showing demonstration of professional and ethical practices with appropriate illustrative artifacts.	Well constructed essay detailing professional and ethical practices. Artifacts support teacher assertions.	Essay details understanding of professional and ethical practices with artifacts presented	Minimal professional and ethical practices explained with artifacts presented.	Poor organization, little connection to artifacts, no demonstration of professional and ethical practices

4-2 Leadership, Participation, and Collaboration				
Masterful essay clearly showing demonstration of leadership, participation, and collaboration with appropriate illustrative artifacts.	Well constructed essay detailing leadership, participation, and collaboration. Artifacts support teacher assertions.	Essay details understanding of leadership, participation, and collaboration with artifacts presented	Minimal application leadership, participation, and collaboration explained with artifacts presented.	Poor organization, little connection to artifacts, no demonstration of leadership, participation, and collaboration.
Entry 5: Educational Research				
5-1 Data Analysis of a Unit				
Masterful use of data to support instructional decisions. All data presented and analyzed.	Proficient use of data to support instructional decisions. All data presented and analyzed.	Data presented and used to make some instructional decision.	Data presented. Not utilized in instructional decisions.	Poor organization, little connection to data, no understanding of how to utilize data in instructional decisions.

Note: Final Score must be at least 44/55 and all scores 3 or higher.

Total Score: ____/55

Overall Comments:

Contextual Factors Template

Total Number of Students in the School: _____

School Socio-Economic Make-Up (i.e., % free and reduced lunches): _____

	Class 1	Class 2	Class 3	Class 4	Class 5
Grade Level/Subject Taught					
Number of Students in Classroom					

Contextual Information: *(List the number of students identified in each class you teach and identify the class in which you are teaching your unit)*	Class 1	Class 2	Class 3	Class 4	Class 5	*Student Learning Adaptations:* *(Describe at least one example of a strategy to provide equitable opportunities, accommodations, or modifications you attempted for any student identified within each contextual characteristic)*
Gender Number of Females: Number of Males:						
Ethnic/Cultural Make-Up Caucasian/White: African American/ Black: Hispanic/Latino: Asian/Pacific Islander: American Indian/Alaskan Native:						
Language Proficiency Number of English Language Learners (ELL):						
Academic Performance Students Performing Below Grade Level: Student Performing Above Grade Level:						
Students with Special Needs Learning Disability: Emotional/Behavioral Impairment: Attention Deficit Disorder (ADD): Developmental Disability: Intellectual Disability: Speech/Language Impairment: Autism Spectrum: Gifted: Blind/Visual Impairment (VI): Deaf /Hearing Impairment (HI): Physical Disability: Other Health Impairment:						
Military Connected Students **Military Connected Students**						

Student Characteristics:

Describe the developmental characteristics of students in your classroom.
(Cognitive, Physical, Emotional, Social).

Highlight the prior knowledge and interests of students in your classroom.

Describe the implications these characteristics have on planning and instruction.
 (e.g. *What instructional strategies will you use to meet the unique learning needs of all your students?*)

Environmental Factors:

Describe district, school, and classroom environmental factors impacting the quality of education for all of your students.

Describe community and family environmental factors impacting the quality of education for all of your students.

Describe the implications these factors have on planning and instruction.
(What instructional strategies will you use to address the unique environmental factors impacting each student?)

Focus Students Information

Provide information about the two focus students you selected from the class in which you will be teaching your unit that you feel would benefit from modified instruction. **You MUST choose one student with exceptionalities or an English Language Learner as one of your focus students.** Complete the chart below referring to these students only as Student A and Student B. **Do not use proper names**.

	Describe this student using information from the Contextual Information and Student Learning Adaptations	Why did you select this student?	What did you find out about this student? Address characteristics from the Contextual Information and Student Learning Adaptations	Based on this information what are the implications for this student's instruction?
Student A			Cognitive Emotional Physical Social	
	Describe this student using information from the Contextual Information and Student Learning Adaptations	Why did you select this student?	What did you find out about this student? Address characteristics from the Contextual Information and Student Learning Adaptations	Based on this information what are the implications for this student's instruction?
Student B			Cognitive Emotional Physical Social	

Entry 5: Data Analysis Template

Pre-Assessment Data
Student Scores by Objective on the Pre Assessment

Student	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Overall %
1						
2						
3						
4						
5						
6						
7						
Focus A						
Focus B						

What do these data mean for instruction during the unit?

What do these data mean for instruction for the Focus Students during the unit?

Formative Assessment Data

Student Scores of Two Selected Formative Assessments

Student	Formative 1	Formative 2
1		
2		
3		
4		
5		
6		
7		
Focus A		
Focus B		

How did the data from these formative assessments impact learning during the unit?

How did the data from these formative assessments impact Focus Student Learning during the unit?

Post-Assessment Data

Student Scores by Objective on the Post Assessment

Student	Obj 1	Obj 2	Obj 3	Obj 4	Obj 5	Overall %
1						
2						
3						
4						
5						
6						
7						
Focus A						
Focus B						

What does these data mean for learning during the unit?

What does these data mean for learning for the Focus Students during the unit?

For future instruction, what have you learned about how students learn and the efficacy of your instructional style? What would you change, if anything?