All Reading Teacher 316 candidates will complete an electronic portfolio. Contributions to the portfolio will take place throughout the duration of the program and will prove to be a valuable tool for interviewing purposes, self-reflection, and demonstration of skills. The portfolio is a longitudinal account of the educator’s learning and growth.

The purpose of the portfolio is to:
1) demonstrate professional growth, understanding, and application of course content
2) demonstrate the impact of newly acquired knowledge, skills, and dispositions on PK-12 student learning.
3) demonstrate competency in the Wisconsin Teacher Standards/INTASC Standards as related to literacy instruction.

Portfolios will align with the Wisconsin State Teacher Standards and the INTASC Standards for Teacher Development and Licensure. Successful completion of an assessment portfolio is a requirement of the Wisconsin Department of Public Instruction and Viterbo University.

Portfolio Development
Educators may choose any website creator that they desire to use to create their ePortfolio. Commonly used free website creators are Google Sites and Weebly. Educators will set up and create their ePortfolio according to the following guidelines:

1. It is highly recommended that educators write their course reflection at the completion of each course.
3. The portfolio will contain a minimum of 8 tabs (sections).
   a. Page 1 (the home page): Educator professional introduction.
   b. Pages 2-7 (one page per Reading course). Educators are required to create one page for each course in the program including any courses that were waived. Based upon the interdependent relationship between EDUC 529 and EDUC 683, both courses will be combined into one page.
   c. Page 8 (final page): Final reflection of the entire Reading 316 Program.
4. The link to your website must be submitted to the Viterbo University Reading Program Specialist within 6 months of the completion of EDUC 683 Practicum.

Portfolio Design
The Portfolio will contain one page for each course. On that page the following sections are required:

- Course Project/Activity/Artifact: Each course reflection will include a detailed description of a course artifact that you have chosen to represent your acquisition of knowledge during the course. (Example: “The artifact that I have submitted is a Vocabulary Word Map that I used with a student who was having difficulty with the vocabulary in his science class. The word in..."
the organizer is ‘astronomer’. The student was required to find the meaning of the word, examples of the word, and non-examples of the word. This organizer helped him to make connections between what he already knew and the new term…”

- Upload the artifact to the webpage. The Case Study cover sheet and the grading summary/rubric must be uploaded for the Practicum course, EDUC 683. The Book Log or Multimedia Project must be uploaded for EDUC 580 Children’s and Adolescent Literature.
- Professional Growth: Educators will explain how the course and the chosen artifact contributed to their professional growth. Illustrate and discuss your professional growth within the literacy areas of this course noting your specific knowledge, skills, and dispositions of literacy instruction before, during, and after the course and the implementation of the chosen artifact. Be specific and cite examples.
- Understanding and Application of Standards: Educators will illustrate and discuss the application of the ten Wisconsin Teaching Standards within the course and in the chosen artifact. Specify, in detail, how the standards were addressed. You will need to include all of the standards a minimum of one time within the entire portfolio. Each course usually has several key standards which you can use. Educators must also include the Viterbo Standard at least once in the portfolio. Address all components of the Viterbo Standard including the Viterbo core values.
- Impact on Student Learning: The focus of this section is entirely on the PK-12 students with whom you worked as you took the specified course and applied your new knowledge, skills, and dispositions. This section is about the students and their growth as a result of your participation in the course. Illustrate and discuss the PK-12 learning that occurred as a result of your implementation of the artifact and skills, knowledge, and dispositions of the course. Cite specific examples of students’ progress.

**Portfolio Grading**
Portfolios will be evaluated by two reviewers. Each reviewer will use a rubric to determine the quality of the portfolio. Each page of the portfolio will be scored as follows:
- Exceeds Expectation (exceeds average performance standard)
- Meets Expectation (average/meets performance standard)
- Below Expectation (below average performance)
All pages must meet or exceed expectation. Pages that are below expectation will be recommended for corrections and re-submission.

**Creativity**
The portfolio is a personal reflection upon your experiences within the Reading 316 Program. Your portfolio can be as creative or as simple as you desire. Educators will be graded upon the required content of the portfolio only.

For questions regarding portfolio requirements and submission, contact:
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