

Revised August 2004

## Reflecting in the INTASC portfolio

The reflective process is a very important part of preparing an INTASC portfolio. Over the last two years, a variety of approaches have been tried and have lead to the following guidelines from the Portfolio Focus Group about preparing student portfolios as well as preparing reflections for the artifacts chosen to represent student knowledge, skills, or dispositions for the 10 INTASC standards.

If you have any questions for suggestions on the reflection process, please contact Vicki Napper (xtn 7418, [vnapper@weber.edu](mailto:vnapper@weber.edu)). Thank you.

A variety of templates are currently available at:

<http://faculty.weber.edu/vnapper/portfolios/portfolio.htm>

- The simple template is the template students enrolled in the secondary and elementary education licensure programs.
- Students who are dual majors (elementary and early childhood) or early childhood education majors should use the template indicated for early childhood majors. The only difference between this template and the simple template is the NAEYC standards are indicated where they match the INTASC standards.
- Students enrolled in the Senior Synthesis should use the template for the senior synthesis.

In order to make the process of evaluating the portfolios at the end of the Levels easier and more consistent, the Portfolio Task Force is recommending the following steps:

1. Every student should open a new copy of the appropriate template (it can be download from the portfolio web site listed above).
2. Some time should be spent collecting the appropriate artifacts for the Level that the student is enrolled in. GRADED ARTIFACTS are encouraged. This allows the students and people looking at the artifact to see the “history” involved with the artifact.
3. EACH ARTIFACT should have a title clearly indicated, the Level where the artifact is being presented, and the date the artifact was created or collected. For example a lesson plan might be titled: History of Early Utah Pioneers, Level 2, October 12, 2004. This will allow anyone searching for the artifact to quickly find it and also match it to the reflection.
4. The portfolio template documents will be formatted so that each of the listed standards and the reflections for that standard will print out as a separate page. This will allow the student to reflect on individual artifacts and place the reflection page with the artifact behind the appropriate INTASC Standard tab (1-10)
5. Under each INTASC standard section, the artifact should clearly be identified by the title found clearly indicated on the artifact.
6. In the *My reflections* area, the student should provide answers to the following questions:

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- a. What did you learn
  - b. What happened and what did you learn from the process
  - c. Why does this artifact show you have knowledge, skill or dispositions in this standard?
7. In the *My future professional learning goals* area, the student should answer the following questions:
- a. What will you do differently
  - b. What do you need to learn to improve your knowledge, skill, or disposition in this area
8. After the student has reflected on the artifacts, print out the template with the completed reflection areas and all needed information. Assemble the portfolio with the reflections and artifacts placed behind the appropriate tabs.

**What to do with portfolios formatted differently from previous semesters:**

The artifacts should all be in the appropriate tab areas. Have the students leave the reflections from previous semesters that were printed out as one continuous document at the front of the portfolio. Begin the new process from Fall 2004.

At the senior synthesis level, all artifacts that will be included in the final INTASC portfolio should be placed behind the tabs and the reflections for those artifacts should accompany them. Reflections from previous semesters can be placed in a separate section at the back of the portfolio. **All reflections should be kept.** This will allow the students and faculty to see the growth over time.