The Electronic portfolio serves as both a reflective tool and record of your work in EDUC 497 and EDUC 498. Its purpose is to facilitate an interactive dialog between you and your University Supervisor, as you reflect on your growth areas and goals during student teaching. It also serves as a bridge, as you secure a job and enter into your two years of Induction.

The electronic portfolio can be on Digication or Google Docs. The link to your portfolio must be shared with your University Supervisor during the first week of student teaching in EDUC 497. The portfolio is included in your overall grade given by your University Supervisor. Your portfolio should be divided into the following tabs:

Section 1: Journal

Section 2: Lesson Plans and Copies of Completed Observation Forms

Section 3: Management Plan

Section 4: Induction Plan

Section 5: Professional Development

**Section 1: Journal**

a. **Observed Lesson Analysis:** To be completed after each observed lesson by the University Supervisor or School-Site Supervisor.

   - What do you consider went well in the teaching of this lesson? (Student engagement, effective strategies, effective assessment, pacing, technology, adaptations, etc.)
   
   - What do you consider did not go as well as you had planned in the teaching of this lesson? Analyze why the lesson did not go well. (Type of lesson, unclear modeling or guided practice, lack of student involvement or interest, etc.)
• What adaptations would you make to the lesson, in order to re-teach it effectively?

b. **Overall Reflection:** A one to two page reflection should be completed each week. This can be accomplished by writing a little each day or waiting until the end of the week to reflect. Over the course of the 15 weeks, use the topics listed below to guide your journal entries:

- Describe and reflect upon events that happened during the week. (Example: Describe an SST or IEP meeting you attended? How was it facilitated, and how were the parents involved? How will what you learned about this student, change how you plan your lessons and adaptations?)
- Write about one of the Teacher Performance Expectations that is difficult to observe in a lesson. (Example: *TPE 5: Use assessment data from a variety of sources to plan and modify instruction.* How did you specifically use assessment data to plan your next lesson? How did you plan adaptations for GATE, EL or students with an IEP, based on assessment data?)
- Reflect on your growth areas and set specific goals

**Section 2: Lesson Plans and Copies of Completed Observation Forms**- Use the approved student teaching lesson plan template or district template.

a. **Observed Lesson Plans:** All observed lessons for both the University Supervisor and the School-Site Supervisor need to be emailed prior to teaching the lesson. Be sure to include pieces of your lesson that might not be observable (Individual adaptations, decisions based on assessment data, rationale for strategies used, etc.).

b. **All other lessons taught:** You should begin 497 by making lesson plans for all lessons you teach. Your supervisors may decide to shorten the format after they feel you have taught a subject for long enough that you no longer need a more detailed format.

**Section 3: Management Plan**- Complete your plan by the end of 497. For student teachers, this plan should be how you want your classroom to be organized. For interns, this is the plan you are using.

a. **Classroom Procedures and Routines**
   - How do students enter the room?
   - How do students leave the room?
   - How do students move around the room during the lesson?
   - Passing out and collecting papers
   - Passing out and collecting supplies
   - Drinking water, restroom, and pencil sharpening
   - Dismissal/greeting
   - Attendance
b. **Classroom Physical Environment**
   - Classroom layout with rationale
   - Bulletin boards
   - Student work posted

c. **Student Management**
   - Classroom expectations
   - Student discipline procedures

d. **Parent Involvement**
   - Welcome Letter
   - Ongoing positive communication
   - Volunteers

e. **Teaching Practices**
   - Positive reinforcement
   - Participation expectations (Examples: Raising hands, asking for help, working in small groups)
   - Key instructional phrases
   - Transitions

**Section 4: Induction Plan**: This plan is due by the end of 498. You work with both your University Supervisor and your School-Site Supervisor, to reflect on your strengths and set goals to work on during Induction. Besides posting in your portfolio, you also need to bring your plan the first time you meet with your Induction Support Provider.

**Section 5: Professional Development**

a. **Professional Activities**: Log and describe all professional activities (conferences attended, professional development training, technology training, etc.)

b. **Resume**: Get feedback on your resume from your supervisors.

c. **Cover Letters**: Include multiple cover letters for the districts you would like to work in. Research each district and describe why you want to work for that particular district and why you would be a good fit.