

GATEWAY PORTFOLIO SECTIONS

SECTION 1: Personal Welcome from Student

- Please personalize the title of this section and place a personal welcome here.
- Add a picture or graphic that represents your professional image. Introduce yourself and your aspiration to become a teacher.

SECTION 2: Transcript and Test Score

- Copy and paste, or attach, your **current unofficial SalukiNet transcript** here. This is to show that you have completed MOST of the following courses, with a grade of C or higher, and are in progress with the others:

EDUC 308, 311, 313, 314, 316, 317

Major courses -
KIN 113 Aquatics

KIN 118 Rhythms and Dance

KIN 116 Team Sports

KIN 120 Individual Sports

KIN 201 Concepts of Physical Fitness

KIN 300 Musculoskeletal Anatomy

KIN 301 Foundation, Organization, & Administration of P.E.

KIN 305 Physical Education for Special Populations

KIN 313 Motor Behavior

KIN 314 Methods of Teaching Elementary Physical Education

KIN 320 Exercise Physiology

KIN 321 Biomechanics of Human Movement

KIN 323 Methods of Teaching Secondary P.E.

KIN 324 Essentials of Athletic Training

KIN 345 Psych-Social Aspects of Sport

KIN 370 Measurement & Eval. in P.E.

Illinois Content Test Score(s)

- Scan and attach evidence that you have passed the Illinois Content Test for Physical Education. (If you do not have such evidence by the due date for this

portfolio, please state the date you plan to take the test and the date you expect results.)

SECTION 3: Illinois Professional Teaching Standards

[Artifacts will be included for each of the nine ILPTS]

Standard IL-PTS-2012.1

STANDARD: Teaching Diverse Students: The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard and at least one indicator.
- Attach the artifact in or link it to this section.

EDUC CORE Artifact: EDUC 311 Difference and Diversity in Education Paper

Standard IL-PTS-2012.2

STANDARD: Content Area and Pedagogical Knowledge: The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard and at least one indicator.
- Attach the artifact in or link it to this section.

EDUC CORE Artifact: EDUC 314 A Lifetime of Development

Standard IL-PTS-2012.3

STANDARD: Planning for Differentiated Instruction: The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard and at least one indicator.
- Attach the artifact in or link it to this section.

EDUC CORE Artifact: EDUC 308 & EDUC 313 Initial Reflection Paper

- EDUC 308: Lesson Plan Assignment
- EDUC 313 Initial Reflection Paper: Understanding Your Students

Standard IL-PTS-2012.4

STANDARD: Learning Environment: The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard and *at least* one indicator.
- Attach the artifact in or link it to this section.

EDUC CORE Artifact: EDUC 313 Classroom Management Plan

Standard IL-PTS-2012.5

STANDARD: Instructional Delivery: The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard and *at least* one indicator.
- Attach the artifact in or link it to this section.

EDUC CORE Artifact: EDUC 302/303 Video and Video Evaluation

Standard IL-PTS-2012.6

STANDARD: Reading, Writing, and Oral Communication: The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard *and at least* one indicator.
- Attach the artifact in or link it to this section.

EDUC CORE Artifact: EDUC 319 3-Part Lesson Plan Assignment

Standard IL-PTS-2012.7

STANDARD: Assessment: The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard *and at least* one indicator.
- Attach the artifact in or link it to this section.

Standard IL-PTS-2012.8

STANDARD: Collaborative Relationships: The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard *and at least* one indicator.
- Attach the artifact in or link it to this section.

EDUC CORE Artifact: EDUC 308 Portfolio Part 3

Standard IL-PTS-2012.9

STANDARD: Professionalism, Leadership, and Advocacy: The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.

PETE Program Artifact

- Briefly introduce your artifact.
- In two or three (2-3) concise sentences, describe how the artifact that you provided demonstrates evidence of meeting the specific standard *and at least* one indicator.
- Attach the artifact in or link it to this section.

EDUC CORE Artifact: EDUC 313 Ethics Certificate

SECTION 4: Reflection Paper

Gateway Reflection Paper

Teacher candidates should write a reflection paper that uses an essay format and follows the specified guidelines for the use of headings (see Belief Statements below). The paper should contain the following elements: introduction, specified headings, and conclusion. Each heading addresses the teacher candidate's beliefs about education. Guiding questions for each heading are provided in the table below. The guiding questions are meant to prompt the teacher candidate's thinking about the belief statement. The teacher candidate is expected to respond from within the context of his/her content area, referencing specific artifacts from the portfolio to support his/her conclusions about the belief statement.

- **Attach a copy of your completed Reflection Paper to this section.**

Belief Statements	Guiding Questions
I believe the goal of education...	What are the purposes of education?
I believe the role of the teacher...	What are the primary responsibilities of the teacher in a society that values diversity? What experiences do you plan to provide for your students? What synonyms for "teacher" would accurately describe what I believe myself to be
I believe students...	What is the student's role in his/her education? In what ways do students participate in their education? Describe the environment that provides students with maximum opportunities to learn.
I believe parents, community members, and other professionals...	How do you view the role of school in society? What benefits are achieved by collaborating with parents, community members, and other professionals?
I believe learning and instruction...	How do I choose the teaching strategies/methods that I use? What should students know and be able to do? What activities, assignments, and strategies do you employ to help students meet the learning outcomes? What is the role of assessment in a classroom?

SECTION 5: Individual Fitness Assessment

KIN 116 and KIN 370 Individual Fitness Assessments

- Scan and attach your individual FITNESSGRAM assessment **sheets** completed in KIN 116, 120, 216 or 220 **and** KIN 370. Your assessments sheets should demonstrate that you have met the passing criteria set by the program on **both** tests. **(Pre-test and Post-test)**

SECTION 6: Individual Skill Assessments

- Scan and attach your individual skill assessment rubrics from ONE of the following courses:

KIN 113 Aquatics Skill Rubrics,
KIN 116 Team Sports Skill Rubrics,
KIN 118 Rhythms & Dance Rubrics, and
KIN 120 Individual Sports Skill Rubrics

SECTION 7: Instructional Planning

Secondary Methods Peer Teaching and Lesson Plan

- Your KIN 323 physical education peer teaching assignment (lesson plan, lesson plan rubric, **and** practical teaching rubric) belong in this section.
- Please add a second document (named LASTNAME_323LP_evaluation) reflecting on the strengths and weaknesses of your peer teaching experience and any modifications or changes that you would make to future experiences. (This can be part 3 of the EdTPA Lesson Plan)

Elementary Methods Peer Teaching and Lesson Plan

- Your KIN 314 physical education peer teaching assignment (lesson plan, lesson plan rubric, **and** practical teaching rubric) belong in this section.
- Please add a second document (named LASTNAME_314LP_evaluation) reflecting on the strengths and weaknesses of your peer teaching experience and any modifications or changes that you would make to future experiences. (This can be part 3 of your EdTPA Lesson Plan)