

SENIOR PORTFOLIO REQUIREMENT
Department of Health and Exercise Science
Gustavus Adolphus College
2010-2011

Overview and Purposes of the e-Portfolio

Majors in Physical Education and in Health Education are required to complete a senior portfolio prior to graduation. The e-portfolio is designed to:

- 1) assist students in assessing their own learning;
- 2) help the department assess the quality of its programs;
- 3) aid students in assembling materials that can be used during the job search and/or application to graduate school.

Work included within the portfolio is linked to the Minnesota Board of Teaching and NCATE-NASPE/NCATE-AAHE professional competencies for undergraduate teacher education majors within the disciplines of physical education and health education. Both the department of Health and Exercise Science and the Education Department require a senior portfolio. The portfolio created in HES 237 is used to satisfy the portfolio requirement for both departments but there are clear guidelines and standards created by EACH department (MN Bd of Teaching-Standards for Effective Practice-see Education Department website; HES Senior Portfolio Guidelines-AAHE/NASPE-this document).

The rest of this document relates ONLY to the requirements set by the HES department for its portfolio.

(If you are completing Education Licensure Program at GAC, go to this link to see the requirements set by the Education Department:

<http://gustavus.edu/academics/education/progreq/portfolios.php>

You will learn more about the Education department requirements when you complete EDU 399 if you are pursuing Education licensure at Gustavus.)

Process of Developing the E-Portfolio

The portfolio project will be introduced at the initial advising meeting when a student decides to declare a major in physical education and/or health education. Students will be given a description of the portfolio project. The electronic portfolio will be created and formatted in HES 237, Information Literacy in Health and Physical Education, a course required for majors in Health Education and Physical Education. (These majors are exempt from a parallel course within the Education Department, EDU 241.) A Web Quest, Newsletter, Podcast, and other technology-based projects will be completed and included within the e-portfolio when students take HES 237. Students then add additional projects/assignments to the e-portfolio as they complete required courses within their major(s). **It is imperative that students add these projects as they progress through the sophomore, junior, and senior year to avoid having to finish the entire portfolio senior year!** Remember that you will take EDU 399 in the education department during your senior year and be completing all the sections of their portfolio in that course. We begin the portfolio when you take HES 237 so you have at least a couple of years to "build" your HES portfolio.

The e-Portfolio will be reviewed by Bonnie Reimann when physical education majors complete HES 316, The Physical Education Program Model, and by Dr. Herman/Dr. Larson when health education majors complete HES 397, Senior Seminar in Health Education. Dr. Banks will also review the e-Portfolio during HES 396 if you are pursuing Education licensure at Gustavus. A final recheck of the portfolio will also occur during fall semester of the senior year during an advising appointment with your advisor, Dr. Herman.

Presenting and Defending the HES E-Portfolio

Finally, the senior e-portfolio for the two majors will be formally presented to departmental faculty during HES 396, Student Teaching Reflection. This course is completed during the student teaching experience for those students completing Education Licensure at GAC. For those students who are not completing Education licensure at Gustavus, you will present and defend your portfolio spring of your Senior Year. Departmental faculty will evaluate the e-Portfolio using a departmental rubric (you will find this rubric at the end of this document). The student should assume that all faculty members present at the senior presentation/defense have reviewed the e-Portfolio and come prepared to respond to questions raised by faculty about the portfolio. Students should also be prepared to raise a question or two during the portfolio defense.

If the portfolio is not presented or the student receives a composite score less than 2.5, the student will receive an incomplete for HES 090, the Senior e-Portfolio Requirement for Majors in Physical Education and Health Education. If further work is needed on the portfolio, it is the student's responsibility to complete the work and resubmit the portfolio to Dr. Herman. Once the portfolio is accepted, a grade change from Incomplete to Pass will be recorded. Satisfactory completion of the e-portfolio is a **requirement for graduation**.

Students majoring in physical education and/or health education but not completing teacher licensure will present their portfolio to a group of departmental faculty at a meeting to be arranged during spring semester prior to graduation. All criteria described above apply.

HES E-Portfolio Requirements

Students must select examples of projects completed within required courses that show evidence of mastery for all six NASPE standards (at least one sub-element per standard), and all eight AAHE Standards (at least one sub-element per standard). Some projects will be a "required" part of the portfolio while students may choose other assignments completed in HES department courses that show mastery of additional NASPE/AAHE standards.

Required Artifacts For Majors in Physical Education

*Every document must be final draft format and well edited.

1. Professional Vita/Resume that is current
2. Well written philosophy of Physical Education that is current and professional
3. A unit plan for elementary age students
4. A unit plan for secondary level students
5. At least two lesson plans
6. At least one technology project

*Students will decide which standards each of the above artifacts matches and develop a reflection to explain what they learned from the assignment and how it matches the standard. (This is included within the STANDARDS page of the e-Portfolio.)

Other Assignments Completed Within Required Courses that Match a NASPE Standard

Remember that, in addition to the required components, you must have artifacts and reflections that match all six NASPE standards (for at least one sub-element per standard). During the oral presentation and defense you will be asked specific questions about reflections and artifacts.

National Initial Physical Education Teacher Education Standards National Association for Sport and Physical Education (NASPE), 2008

Standard 1: Scientific and Theoretical Knowledge

Physical education teacher candidates know and apply discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals.

Elements – Teacher candidates will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- 1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.

Standard 2: Skill and Fitness Based Competence*

Physical education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K – 12 Standards.

Elements – Teacher candidates will:

- 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.
- 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

* Without discrimination against those with disabilities, physical education teacher candidates with special needs are allowed and encouraged to utilize a variety of accommodations and/or modifications to demonstrate competent movement and performance concepts (modified/adapted equipment, augmented communication devices, multi-media devices, etc.) and fitness (weight training programs, exercise logs, etc.).

Standard 3: Planning and Implementation

Physical education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Elements – Teacher candidates will:

- 3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
- 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.
- 3.3 Design and implement content that is aligned with lesson objectives.
- 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.

3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

Standard 4: Instructional Delivery and Management

Physical education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Elements – Teacher candidates will:

- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Utilize managerial rules, routines, and transitions to create and maintain a safe and effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

Standard 5: Impact on Student Learning

Physical education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Elements – Teacher candidates will:

- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.
- 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and/or instructional goals and decisions.

Standard 6: Professionalism

Physical education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Elements – Teacher candidates will:

- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
 - 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
 - 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
 - 6.4 Communicate in ways that convey respect and sensitivity
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Required Artifacts for Majors in Health Education

1. Professional Vita/Resume that is current
2. Well written philosophy of Health Education that is current
3. A unit plan for middle school or high school age students
4. At least two lesson plans
5. At least one technology project

Other Assignments Completed Within Required Courses that Match an AAHE Standard

*Students will decide which standards each of the above artifacts matches and develop a reflection to explain what they learned from the assignment and how it matches the standard. (This is included within the STANDARDS page of the e-Portfolio.)

Remember that, in addition to the required components, you must have artifacts and reflections that match all eight AAHE standards (for at least one sub-element per standard). During the oral presentation and defense you will be asked specific questions about reflections and artifacts.

NCATE/AAHE Health Education Teacher Preparation Standards 2009

Standard I: Content Knowledge. Candidates demonstrate the knowledge and skills of a health literate educator.

Element A: Candidates describe the theoretical foundations of health behavior and principles of learning.

Element B: Candidates describe the National Health Education Standards

Element C: Candidates describe practices that promote health or safety

Element D: Candidates describe behaviors that might compromise health or safety

Element E: Candidates describe disease etiology and prevention practices.

Element F: Candidates demonstrate the health literacy skills of an informed consumer of health products and services.

Standard II: Needs Assessment: Candidates assess needs to determine priorities for school health education.

Element A: Candidates access a variety of reliable data sources related to health.

Element B: Candidates collect health-related data.

Element C: Candidates infer needs for health education from data obtained.

Standard III: Planning: Candidates plan effective comprehensive school health education curricula and programs.

Element A: Candidates design strategies for involving key individuals and organizations in program planning for School Health Education.

Element B: Candidates design a logical scope and sequence of learning experiences that accommodate all students.

Element C: Candidates create appropriate and measure-able learner objectives that align with assessments and scoring guides.

Element D: Candidates select developmentally appropriate strategies to meet learning objectives.

Element E: Candidates align health education curricula with needs assessment data and the National Health Education Standards.

Element F: Candidates analyze the feasibility of implementing selected strategies.

Standard IV: Implementation: Candidates implement health education instruction

Element A: Candidates demonstrate multiple instructional strategies that reflect effective pedagogy, and health education theories and models that facilitate learning for all students.

Element B: Candidates utilize technology and resources that provide instruction in challenging,

clear and compelling ways and engage diverse learners.

Element C: Candidates exhibit competence in classroom management.

Element D: Candidates reflect on their implementation practices, adjusting objectives, instructional strategies and assessments as necessary to enhance student learning.

Standard V: Assessment. Candidates assess student learning.

Element A: Candidates develop assessment plans.

Element B: Candidates analyze available assessment instruments.

Element C: Candidates develop instruments to assess student learning.

Element D: Candidates implement plans to assess student learning.

Element E: Candidates utilize assessment results to guide future instruction.

Standard VI: Administration and Coordination. Candidates plan and coordinate a school health education program.

Element A: Candidates develop a plan for comprehensive school health education (CSHE) within a coordinated school health program (CSHP).

Element B: Candidates explain how a health education program fits the culture of a school and contributes to the school's mission.

Element C: Candidates design a plan to collaborate with others such as school personnel, community health educators, and students' families in planning and implementing health education programs.

Standard VII: Being a Resource. Candidates serve as a resource person in health education.

Element A: Candidates use health information resources.

Element B: Candidates respond to requests for health information.

Element C: Candidates select educational resource materials for dissemination.

Element D: Candidates describe ways to establish effective consultative relationships with others involved in Coordinated School Health Programs.

Standard VIII: Communication and Advocacy. Candidates communicate and advocate for health and school health education.

Element A: Candidates analyze and respond to factors that impact current and future needs in comprehensive school health education.

Element B: Candidates apply a variety of communication methods and techniques

Element C: Candidates advocate for school health education.

Element D: Candidates demonstrate professionalism.

HEALTH FITNESS MAJORS

There are no specific competencies for completion of a major in Health Fitness but the student must still create a section within the e-portfolio for this major in addition to the Health Education section.

Required Artifacts for Health Fitness Majors

1. Professional Vita/Resume that is current
2. Well written Philosophy of Health Education/non-teaching focus that is current
3. Health Fitness Module
4. Lay Article
5. One technology project

Other Assignments Completed Within Required Courses

You must include at least THREE additional examples of your work (artifacts and reflections on what you learned).

FINAL COMMENTS

To expedite creation of an excellent portfolio, **all majors should begin keeping both print and digital copies of outstanding projects, teaching video clips, and other assignments on your Home Directory.** Create two folders – one for Health Education and one for Physical Education, or one for Health Education and one for Health Fitness.

Review the required elements listed above and begin to think about examples of projects that show mastery of the competencies.

For example, in HES 209 you write a Physical Education Philosophy statement. Keep a copy in your "Physical Education Portfolio" file and UPDATE it senior year since this would clearly show mastery of a NASPE competency. (This assignment is also one of the required artifacts within the P.E. section of your e-portfolio.)

Another example... in HES 224, PE Methods I, you create lesson plans. Keep two or three examples in your "Physical Education Portfolio" file since this clearly shows mastery of a competency. You can of course choose to replace these with other lesson plans developed in other courses or during student teaching.

Or, after completing HES 355 place a copy of your Health Education Philosophy in your Health Education Portfolio file since this assignment shows mastery of an AAHE competency. Again, it needs to be updated senior year.

If you are majoring only in PE or only in Health Ed. then you will be asked in HES 237 to create a second portfolio for Coaching Minor or some other second major if you declare one. For example, if you are a double major in Health Ed. and Health Fitness, then in your Home Directory have these two files. Add projects that showcase your skills and work from those two majors. In this case, however, within the STANDARDS TABLE you would only include the AAHE standards row.

Your HES Advisor, Dr. Herman, and professors within HES will be happy to answer questions and assist with your choice of projects. **Since the e-Portfolio is a departmental graduation requirement, it is critical that you begin this process as early as possible, preferably during fall of your sophomore year.** Remember, you formally present and defend the e-Portfolio during your final semester at Gustavus/or during student teaching so be well prepared and PROUD of your work!

RUBRIC COMPLETED BY HES FACULTY

Assessing the Senior e-Portfolio

Each faculty member within the student's major field of study is asked to review the student portfolio a few days prior to the formal presentation to faculty. Links to the student portfolios will be sent ten days prior to the presentations. Faculty members are asked to review the portfolio based on the RUBRIC elements and complete this brief analysis. The analysis will be of value to the student as the faculty members present will better be able to pose questions and offer meaningful comments.

Individual Faculty Member Reviews Each Portfolio Prior to Defense

Faculty Member's Name _____

Portfolio Created By (Student Name): _____

Comments and Suggestions

1. Overall Quality and Appropriateness of Artifacts Included Within the Portfolio

2. Overall Quality of Reflections Within the STANDARDS TABLE
(Each faculty member reviews the reflections for their discipline.)

A. How well reflections are written

B. How accurately the reflection explains the choice of artifact

C. How well the artifact and reflection matches the NASPE or AAHE standard

3. Overall Professionalism Reflected within the Portfolio

A. Writing and Appropriate Language

B. Appropriateness and Relevance of Philosophy Statements to the Disciplines

C. Quality of Layout and Design

D. Other Indicators of Professionalism

4. Final Comments on Review of Portfolio Prior to Oral Presentation

A. Positive Comments

B. Suggestions for Improvement

**RUBRIC – ORAL PRESENTATION AND DEFENSE OF THE
FINAL SENIOR e-PORTFOLIO
(Completed by Faculty Members During the Defense)**

Faculty Member's Name _____
Portfolio Created By (Student Name): _____

Beginning:

The e-Portfolio was presented but reflections and artifacts matched less than half the standards for each major; inadequate quality of reflections and artifacts; quality of presentation/defense raised major concerns.

Developing:

The e-Portfolio was presented; reflections and artifacts adequately matched three-fourths of the standards for each major; reflections and artifacts need fairly significant revision; quality of presentation/defense raised some concerns.

Appropriate:

The e-Portfolio was presented; reflections and artifacts adequately matched all standards for each major; reflections and artifacts were well written with some revision needed; quality of presentation/defense was very good.

Exemplary:

The e-Portfolio was presented; reflections and artifacts included were excellent examples for all standards for each major; reflections and artifacts were well written with minimal revision needed; quality of presentation/defense was very professional.

| Element | Beginning=1 | Developing=2 | Appropriate=3 | Exemplary=4 |
|--|-------------|--------------|---------------|-------------|
| Professionalism of Presenter | | | | |
| Appearance, Language, Behaviors | | | | |
| Knowledge of Discipline(s) As Reflected in Responses to Questions | | | | |
| Level of Preparation for Presentation | | | | |
| Quality of Content within the Portfolio | | | | |
| Appropriateness of Artifacts Selected | | | | |
| Quality of Writing and Preparation of the Portfolio | | | | |
| Quality of Elements Included Beyond Basic Requirements | | | | |
| Reflections and Artifacts Appropriately Match the 6 NASPE and 8 AAHE Standards | | | | |
| Professional Design and Format of the Portfolio | | | | |
| Quality of Design, Navigation, and Creativity | | | | |
| | | | | |
| Sub-Totals/Per Column | | | | |

Total Score: _____

Divided by Eight Equals Final Rating of The Portfolio by
the Individual Faculty Member: _____

Portfolio Advisor collects all Rubrics and Calculates the MEAN portfolio score.

* PASSING SCORE = 2.5 or Higher

** If Score is lower than 2.5, student must revise the e-Portfolio until acceptable rating by Portfolio Advisor or
a Grade of FAIL will be recorded for HES 090.

(TENTATIVE FOR THIS SPRING TO SEE HOW THIS WORKS.)

Final Positive Comment(s) Regarding Presentation:

Most Important Suggestion(s) for Further Improvement: