

Portfolio Guidelines for Secondary Mathematics Majors:

Website: <http://www.wiu.edu/users/mfjro1/wiu/stu/advising/scope-n-sequence.htm>

Important Documents:

[Illinois Professional Teaching Standards \(2013\)](http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf) (IPTS) -

http://www.isbe.net/peac/pdf/IL_prof_teaching_stds.pdf

[Mathematics Department Teacher Education Requirements](http://www.wiu.edu/users/mfjro1/wiu/stu/advising/math.dept.requirements.htm) - -

<http://www.wiu.edu/users/mfjro1/wiu/stu/advising/math.dept.requirements.htm>

[Center for the Preparation of Education Professionals](http://www.wiu.edu/coehs/cpep/) - CPEP <http://www.wiu.edu/coehs/cpep/>

TEP Handbook is on the CPEP page

Candidates for Secondary Mathematics Degree need to complete the following as part of their program:

I. First Reflective Paper and Application to TEP

Candidates will complete the **first reflective paper** following the instructions and rubrics provided in the TEP handbook. This should be done prior to acceptance into the TEP program and should be during the second semester of sophomore year or the first 8 weeks of fall of junior year. This paper should be submitted directly to Dr. Olsen or Dr. Mann.

II. Student Portfolio:

During their Math 439 semester, candidates will submit their **portfolio in a 3-ring binder**. The binder should contain a title page containing the name of the candidate, their WIU ID, their email, and the dates of the first and second submission. The binder should also contain dividers that clearly label each of your submitted entries (8 total including the 1st and 2nd reflective paper) and should be submitted directly to your 439 instructor.

A. **A copy of you're the reflective paper previously submitted as part of your TEP application**

B. **Your final paper from Math 391** (preferably graded) should be submitted along with a brief reflection indicating that this *paper illustrates your ability to use the language of mathematics to express ideas precisely and to multiple audiences.*

C. **POW samples:** Select at least 3 (preferably graded) POWs from 304 or 439 and submit those along with a *brief reflection that indicates the mathematical content and strategies used in each problem.* Make sure the problems show a variety of content and methods and *explain how at least one led to an overall generalization or revealed an underlying structure.*

D. **Professional paper:** Submit your professional paper (preferably graded) along with a *short reflection that documents how participating in this experience helped prepare you for the teaching and learning of mathematics.*

E. **Professional resource:** Submit a task/lesson/activity from your coursework that was derived from a professional resource such as an NCTM journal, the NCTM website, *Illuminations*, or similar resources from another professional mathematics organization

(such as ICTM or the MMC). *Provide a reflection that explains where you found this resource, how you used it, and why you think it will be valuable to you as future teacher of mathematics.* This resource could include a research article or online video that you used in a course or as part of your teaching experience.

F. **A sample lesson plan**

G. **Reflection on student learning:** A document that indicates a reflection on how students responded to a lesson or how you analyzed student work to diagnose and address misconceptions

III. **Student Teaching Reflection:** Toward the end of your student teaching experience, write a reflection of the semester. Submit this to Dr. Mann or Dr. Olsen within one week of completing student teaching and this document will be added to your portfolio. As you write your reflection, make sure to discuss *how*, as a reflective professional practitioner:

- A. You have used research and interaction with professional peers and leaders to inform practice and enhance opportunities for all students' mathematical knowledge development.
- B. Student teaching and other experiences have helped you develop the knowledge, skills, and professional behaviors to effectively teach mathematics at the middle and high school settings.
- C. These experiences have allowed you to examine the nature of mathematics, how it should be taught and how students learn mathematics.
- D. Through these experiences, you were able to observe and analyze a range of approaches to teaching and learning mathematics; focusing on tasks, discourse, environment and assessment.