SCIENCE EDUCATION PORTFOLIO GUIDELINES

Each Quality Indicator requires "understanding" of a body of professional knowledge AND a demonstration of the candidate's ability to "apply" that professional knowledge to the classroom.

- In your reflections for Checkpoint 2 you will be “making a case” that you have achieved an understanding of the professional knowledge. You can also make a case that you can apply the professional knowledge while teaching if you have artifacts that provide evidence of your teaching effectiveness.
- In your reflections for Checkpoint 3, you will be “making a case” that you can apply the knowledge to the classroom.

MoSTEP Quality Indicators

Write ONE reflection for each MoSTEP. The single reflection should reference all the artifacts that provide evidence for that quality indicator. Reflections in the portfolio must address the rationale for the artifact's inclusion in the portfolio by discussing each of the following four questions:

- Rationale/Context - Why did I select this artifact? What purpose and in what setting was the artifact created?
- Theoretical Knowledge - What does it show about my knowledge and skills in reference to the specific performance indicators?
- Practical Knowledge - What did I learn from the experience that resulted in this artifact?
- Professional Goals - What do I still have to learn about this quality indicator? Which performance indicators still need improvement?

Science Specialty Area Indicators

The reflections in this section must discuss the science knowledge and skills you’ve mastered during your college science courses. Use the same reflection format for the Science Indicators as you used for the MoSTEP indicators.

Write ONE reflection for each of the following Science Specialty Area Indicators:

2. Science As Inquiry
6. Science and Technology
7. Science in Personal and Social Perspectives
8. History and the Nature of Science

**Science Specialty Area Indicators 1, 3, 4, and 5 should be addressed in the reflection for MoSTEP 1.2.1.**