

# Sport-folio

## Template

Updated June 2017



### **What is a sport-folio?**

The sport-folio is an organized collection of an aspiring student-athlete's progressions and is a focal of student achievements that exhibits to others the direct evidence of their efforts, accomplishments, growth, and potential.

A sport-folio is a **process** as well as a **product**. As a **process**, it requires you to identify and reflect upon what motivates and satisfies you; to look inside the learning process; and to document a journey of self-discovery. Carefully selected and constructed, a sport-folio is a concrete reflection of who you are, who you hope to become, and what you hope to achieve in your sport, career and personal development and provides the opportunity to present that work to an audience of peers, parents and teachers.

To date, athletes who have completed the External Sport Credit:

Ellen MacNearney- Special Olympics	André Boudreau – Biathlon
Kameron Kielly – Hockey	Lucas Boudreau – Biathlon
Mackenzie Clow – Golf	Abbey MacLellan – Field Hockey
Victoria McQuaid – Synchronized Swimming	Cameron MacKay – Alpine Skiing
Kelly McCardle – Alpine Skiing	Connor MacEachern - Hockey

The process of collecting, selecting and reflecting on the work in a sport-folio is what makes it powerful.

### **What Does a sport-folio Include?**

1. Cover Letter
2. Athlete Resume
3. Goals and Objectives
4. Coaching Letters of Recommendation
5. Athletic Development (Training Diary)
6. The Elevator Pitch
7. Portrait Page
8. While we have outlined what the sport- folio should include, student-athletes are asked to add at least one or two other items they deem appropriate for their sport-folio. Examples such as training tools, video, etc....
9. Self-reflection/Self-assessment (see Appendix B)
10. Athletes must present Sport Folio to a panel and we ask that this is treated as you would a job interview. Keeping in mind, how you will present your material and yourself.

There is an opportunity for the student-athlete to ask for feedback and guidance during their pursuit of their external credit.

Aside from producing a traditional hard-copy, you may also consider making the sport-folio accessible through other media platforms. This is referred to as an online e-portfolio. There are many programs available to create this. The sport-folio can serve as a great tool to help promote you to a sponsor, recruiter, community leader, sport leader, etc.

The sport-folio will be presented during the final assessment of the credit to a committee of three or four. A copy must be provided for each committee member and your choice as how you will present, slide show, pre-recorded video, etc..

## 1. The Cover Letter

The cover letter is a formal introduction. A well-written cover letter can begin to distinguish one prospective athlete from another. The cover letter should outline your accomplishments and objectives as an athlete, which will later be backed up in the resume.

When writing the cover letter, it should clearly state who you are.

## 2. Resume

Begin a resume with a basic header that clearly displays personal contact information: name, address, phone number, and email. List education, work history, athletic accomplishments, past teams, camps, tournaments, and other sport and non-sport experiences. Don't forget to include athletic accomplishments in other sports as well as school accomplishments and any extracurricular activities, such as school clubs and very important volunteer situations.

## 3. Goals and Objectives

Your sport-portfolio might begin with a personal statement, outlining your goals for this year and **for the future**. The sport-portfolio can contain the specific pieces of evidence that show the progress toward those goals and objectives, the plan to achieve these goals and objectives, and an outline of what you have done well and what next steps need to be taken. Your short term and long term goals for you as a person, an athlete and your future career are all applicable. Goals should be SMART: specific, measurable, achievable, realistic and timely. *See concept in Appendix B.*

## 4. Letter of Recommendation

A sport-portfolio needs to include at least two letters of recommendation, one from current (or most recent) coach, second from a mentor, teacher, boss or leader. The letter of recommendation should begin with a section that explains the relationship between the person and the athlete. This is followed by some of the athlete's traits and characteristics. Contact information of the recommender is usually part of every letter of recommendation.

## 5. Athletic Development Profile (Training Diary)

It is essential that the student-athlete track the number of hours involved with their training, competitions, etc. to ensure that the minimum hours required for the credit are met. The minimum number of hours required for the credit is 110 hours and must be verified by a sport representative.

In this section you can include the results of your fitness tests and list some of workshops you have taken part in (i.e. mental training, nutrition, cross training, etc.) or you can add them additional items.

## 6. The Elevator Pitch

Athletes often need assistance when they reach higher competitive levels. Sponsorship is a great way for athletes to meet the costs of training and competing and this is why they need a prepared elevator pitch. An elevator pitch is a short summary used to quickly and simply define a product, service, or organization and its value proposition – in this case, a summarized reflection of who you are, who you hope to become, and what you hope to achieve in your sport, career and personal development. The name "elevator pitch" reflects the idea that it should be possible to deliver the summary in the time span of an elevator ride, or approximately thirty seconds to two minutes. Your elevator pitch can be written or on video. *See sample in Appendix C*

## **7. Portrait Page**

The portrait page is just that, a page with a picture, or two, of you, the prospective athlete that will help us put a face to a name. An ideal portrait page should include two pictures of the candidate: 1) in action or in your sport attire; 2) outside of the sport- world (school picture will do). Newspaper clippings can enhance this section too. This is one piece that you can use different tools to enhance the delivery.

## **8. Additional Items**

This may include testing, training tools, apps, diaries, training maps, motivational videos, posters etc... If you are using it to train to become a better athlete, let us know about it.

## **9. Self-reflection/Self-Assessment**

This section is for the student-athlete to provide his/her reflection on the process of developing the sport-folio as a mechanism of independent learning. The following principles should be considered as part of this reflection/assessment.

### **Principles of Learning**

- Learning is a process of actively constructing knowledge.
- Students construct knowledge and make it meaningful in terms of their prior knowledge and experience.
- Learning is enhanced when it takes place in a social and collaborative environment.
- Students need to continue to view learning as an integrated whole.
- Learners must see themselves as capable and successful.
- Learners have different ways of knowing and representing knowledge.
- Reflection is an integral part of learning.

**The student-athlete must complete a reflection section for each item, this is included in the sport folio submission.**

# APPENDICES

Appendix A: Sport-folio Rubric

Appendix B: Goals and Objectives

Appendix C: Sample Elevator Pitch

Appendix D: Self-Reflection/Self-Assessment

Appendix E: Sport-folio Self-Assessment Checklist

## Appendix A: Sport-folio Rubric

The purpose of the sport-folio as part of the Sport Credit is to evaluate and assess the student-athlete's learning and growth. The following rubric outlines how the External Sport Credit Committee will perform this assessment. The Credit will say Complete or Incomplete but we will let the athlete know one of the four.

Categories/Criteria	Incomplete	Incomplete- Revisions may be possible	Complete- Satisfactory	Complete- Excellence
<b>Contents</b>	<b>few</b> required pieces are included	<b>most</b> required pieces are included	<b>all</b> required pieces are included	
	<b>few</b> student-selected pieces are included	<b>some</b> student-selected pieces are included	<b>required number</b> of student-selected pieces are included	
<b>Thinking/Reflecting</b>	reflection sheets are <b>incomplete</b> and/or attached to <b>few</b> selections	reflection sheets are partially complete and/or attached to <b>some</b> selections	reflection sheets are complete and attached to <b>all</b> selections	reflection sheets are complete and attached to <b>all</b> selections
	reflection sheets show <b>limited</b> evidence of thoughtfulness or insight	reflection sheets show <b>some</b> evidence of thoughtfulness or insight	reflection sheets show <b>clear</b> evidence of thoughtfulness or insight	reflection sheets show <b>rich</b> evidence of thoughtfulness or insight
	selections reflect a limited understanding of the sport-folio process (i.e. purposeful collecting, selecting, and reflecting on pieces to improve learning)	selections demonstrate <b>some</b> understanding of the sport-folio process (i.e. purposeful collecting, selecting, and reflecting on pieces to improve learning)	selections demonstrate a <b>solid</b> understanding of the sport-folio process (i.e. purposeful collecting, selecting, and reflecting on pieces to improve learning)	selections demonstrate a <b>thorough</b> understanding of the sport-folio process (i.e. purposeful collecting, selecting, and reflecting on pieces to improve learning)
	selections demonstrate <b>little</b> originality or creativity	selections demonstrate <b>some</b> originality or creativity	selections <b>demonstrate</b> originality or creativity	selections demonstrate a <b>high degree</b> of originality or creativity
	selections demonstrate little evidence of growth and learning over time (e.g. initial and revised responses to questions; first and revised written drafts)	some selections <b>demonstrate</b> growth and learning over time (e.g. initial and revised responses to questions; first and revised written drafts)	<b>several</b> selections <b>demonstrate</b> evidence of growth and learning over time (e.g. initial and revised responses to questions; first and revised written drafts)	<b>many</b> selections <b>clearly demonstrate</b> evidence of growth and learning over time (e.g. initial and revised responses to questions; first and revised written drafts)
<b>Organization</b>	sport-folio contents <b>lack organization</b> into the required sections and sections are not labelled clearly (e.g. first drafts, personal reflections)	sport-folio contents are <b>partially organized</b> into the required sections and sections are labelled to some degree (e.g. first drafts, personal reflections)	sport-folio contents are <b>appropriately organized</b> into the required sections and sections are labelled appropriately (e.g. first drafts, personal reflections)	sport-folio contents are <b>highly organized</b> into the required sections and sections are labelled appropriately (e.g. first drafts, personal reflections)

## Appendix B: Goals and Objective

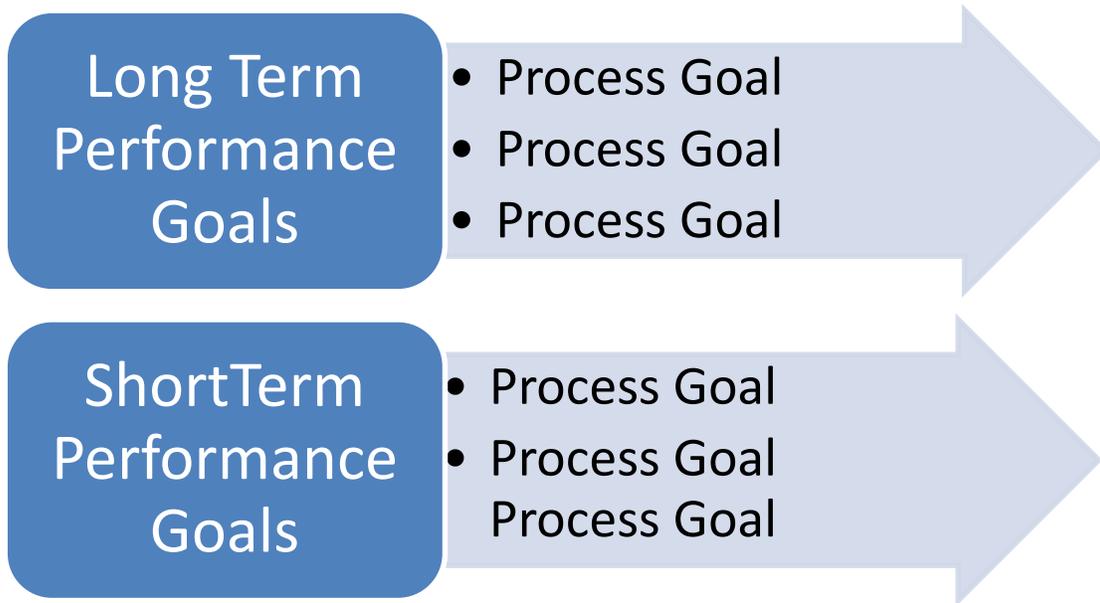
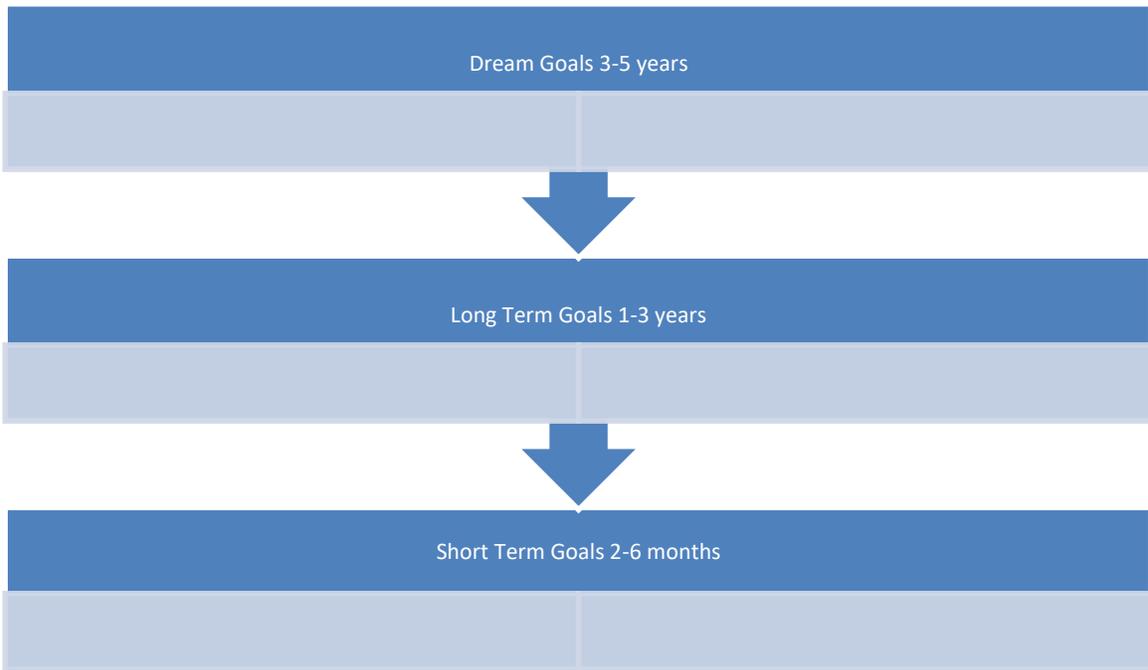
Goal setting is one of the most commonly used terms in high performance sport. It is easy to do well, but unfortunately it is also very easy to do poorly. **Types of Goals** and the **Goal Setting Process** are discussed below to bring you some clarity and make Goal Setting effective for you.

**Types of Goals: Outcome Goals, Performance Goals, and Process Goals.** Of note, *your level of control goes from low to high* as you move from Outcome to Performance to Process Goals.

- **Outcome Goals** are those which focus on the end-result of a competition that depends on how well you perform against / compared to an opponent(s). **Control Level = LOW**, since the actions and behaviours of your competitors can significantly impact whether or not you achieve your goal.
- **Performance Goals** are those which focus on achieving a certain standard of performance or an objective measure that is comparable to your own previous results. **Control Level = MEDIUM to HIGH**, since these are determined primarily by your actions and behaviours, although some external factors may impact you (e.g., environmental conditions, race strategies of others, equipment issues).
- **Process Goals** are those which focus primarily on the 'quality' of a skill, technique, strategy, behaviour, etc. These goals are the fundamental building blocks to achieving both performance and outcome goals. For example, to improve your personal best or win, you may need to improve your stride / stroke length, increase communication with a team-mate, become more 'fluid' in your execution of a skill, etc. **Control Level = HIGH**, since these are generally things you can work on and develop independent of your competition and in a variety of environmental conditions.

**Goal Setting Process:** When setting your goals (Outcome, Performance, or Process), use the following acronym for setting **S.M.A.R.T.(S)** goals and the sample worksheet at the bottom of the page:

- **S** for **Specific** – avoid vague or general goals
  - **M** for **Measurable** – working from a baseline measurement, what are you aiming for?
  - **A** for **Achievable** – aim for something that will be a challenge, but not unrealistic
  - **R** for **Relevant** – pick something that YOU want to achieve
  - **T** for **Target-date** – when are you aiming to have it achieved by?
  - **(S)** for **Strategies** – what, where, when, or how are you going to achieve it
- If appropriate, **you can set additional sub-goals** (i.e, steps, blocks, etc) here if they will facilitate your ability to map out a course of action to achieving your primary goal.



## Appendix C: Sample Elevator Pitch

“Hi, my name is \_\_\_\_\_ and I am interested in the BMO Sponsorship. I believe that I am a great candidate for this sponsorship as I would give back to the community and represent your organization. To tell you a little bit about myself, I am currently in the 12<sup>th</sup> grade at (name of school), am attending training camps for the National Beach Volleyball Team this Spring in Miami, Florida, and am also actively involved in my community as I help teach younger athletes about the sport. Last summer I competed at the Atlantic Championships and was named the MVP. In the future I'm hoping to make it to the National Team and qualify for the 2020 Olympic Games.”

For an excellent video sample, go to <http://vimeo.com/30464395> to view National Ski Team Member, Mike Janyk's pitch.

## Appendix D: Self-Reflection/Self-Assessment

Please complete one Reflection Worksheet for each sport-folio element.

### Reflection Worksheet

Complete and attach this Reflection Table to each item included in your sport-folio.

Item: \_\_\_\_\_

This piece of work shows:

- Something important that I learned
- Something I need to work on
- Something I need help with
- Something I am proud of
- Something I was required to include
- What I do outside of school
- How well I have learned something

1. How does this item demonstrate the thing(s) I've checked above?

2. Other important things about me that this item shows:

3. What have I learned from this process that will help in determining my career path?

## Appendix E: Sport-folio Self-Assessment Checklist

Name:					
Enter the date each time you use this checklist to assess the contents of your sport-folio. Place a $\checkmark$ or X to indicate "yes" or "no" for each question.					
	Date				
Contents: Have I . . .					
Made sure that I've included all required pieces					
Made sure that I've included my own selections?					
Thinking/Reflecting: Have I . . .					
Completed and attached a Reflection Worksheet for each item?					
Read over my Reflection Sheets to check that they show evidence of my thinking and learning?					
Thought carefully about the purpose of each piece that I have included in my sport-folio?					
Included some pieces that demonstrate creative and original work?					
Made sure that there are some early and later drafts of the same piece to show how my work has improved?					
Organization: Have I . . . .					
Ensured that the container for my work is suitable and appropriate?					
Made sure that the contents of my sport-folio are well-organized?					
Made sure that each piece is place in the correct section of my sport-folio					
Checked to see that each section is clearly labelled?					
<b>Summary of things I need to bring to bring my sport-folio up to standard:</b>					