



Teacher Education Preparation Programs

Educator as Professional

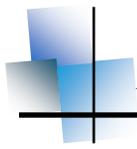
Old Dominion University



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Introduction to the Professional Portfolio

What is a professional portfolio?

A professional portfolio is a tool judiciously and carefully crafted to appropriately showcase the work of a professional educator while providing evidence of career growth. It is NOT simply a gathering of all the lesson plans, papers, and assignments completed during a designated time period that has been placed in a notebook/scrapbook. Campbell, Cignetti, Melenyzer, Nettles, and Wyman (1997) defined a portfolio as being an organized goal-driven exhibit providing evidence of understanding and performance.

As a candidate in Darden College of Education and Professional Studies teacher preparation program, the portfolio you develop is an evolving structure that will help document growth over time. It promotes self-reflection and critical analysis in ways that help you understand the complexities of teaching. Serving as a thread that weaves all parts of the teacher preparation program together, the portfolio helps you integrate knowledge and basic skills from across diverse courses and experiences during your years of study. The portfolio process allows you, as well as your instructors, to visualize the entire conceptual framework of teacher as professional educator with all the diverse theoretical and practical activities that shape learning.

A professional teaching portfolio offers you a means of presenting your case coherently. It shows school officials why your candidacy is worthy of special notice, and gives them the opportunity to view materials beyond those in the professional credentials file you submit to a school division as part of your application for employment. Your portfolio design can showcase your strengths and abilities in a way that is both professional and uniquely your own.

It includes a variety of documents to highlight your professional achievements in a cohesive manner, and may be in paper or electronic format. You are encouraged to consider an electronic format because it offers the distinct advantages of portability, accessibility, and connectivity. Additionally, it can easily be updated and revised and provides unique opportunities for demonstrating technological expertise.

What is the portfolio process?

Your portfolio can be a perpetual workspace in which to examine and evaluate various aspects of your teacher preparation program. While initially you will want to collect everything that might be of interest, from videotapes of teaching to informal learner evaluations to papers on relevant topics, your portfolio will be more than just a scrapbook collection.

The key to the portfolio process is in understanding the relationship between the portfolio organization, material collection, selection of material, and reflection of growth. A portfolio only begins to take shape as you select and arrange the evidence contained in your collection with a particular audience or purpose in mind. Then, when you go on to compose reflections



exploring the meaning of the evidence, your work folder is transformed into a potentially powerful document – your professional portfolio – representing a self-aware professional.

Organization

The portfolio is organized into three (3) sections– Professional Preparation, Pre-service Teaching Competencies, and Reflective Behavior and Strategies to manage the learning environment.

Collection

Each section identifies specific artifacts to be included in the portfolio. You may well want to become a “pack rat”, collecting everything related to your work as a teacher. Read the definition for each artifact and include only the best representation for that artifact. Examples artifacts may include items such as:

- Lesson plans
- Unit plans
- Journal reflections
- Curriculum materials
- Field experience evaluation forms
- Samples of learner work stemming from lessons you have taught
- Video & audio tapes
- Curriculum maps
- Photographs
- Papers &/or reviews of professional readings
- Administrator feedback
- Letters of commendation and appreciation
- Activities in professional organizations
- Certificates
- Honors and awards
- Written reflections on the meaning of teaching



Keep journals and write regularly about your thinking, your reading, and your doing. Collect learner work from your field experiences. What did learners do that excited you as a teacher? What did learners bring with them that allowed you personally to learn?

Selection

Three general rules can help you select those items from your collection that will show who you are as a teacher:

- 1) Explain the artifacts.
- 2) Consider variety and flexibility when selecting artifacts.
- 3) Include no less than the minimum requirements for the portfolio.

1) Explain the artifacts.

Through detailed descriptions in Section II you will show the reader how each artifact illustrates the multiple competencies you have addressed as a teacher. Include specific examples from the artifacts when you refer to them to draw out their unique features. Artifacts should be related to the ODU conceptual framework and to your professional organization. Your written explanation of the artifacts will demonstrate how you have grown in understanding over time.

2) Consider variety and flexibility when selecting artifacts.

Include as many kinds of artifacts as possible to make the portfolio interesting and to show your diversity. Different types of lesson plans, pictures, and assessments will mostly come from your **impact on student learning project and unit plan**. In addition, it will come from the behavior reflection and learner work.

3) Include no less than the minimum requirements for the portfolio

Ensure all items are included.

Requirements for the portfolio are found in the portfolio checklist. See the details in each section from I and II..

Final Note

Please note that since your portfolio is an evolving document, it is beneficial to select items that give evidence of growth and change in your philosophy and understanding of the interrelationships of the coursework and classroom experiences as you progress through the program. Since portfolio assessment for teachers as professionals is being endorsed at state and national levels in the United States, you will want to continue to develop your portfolio as you move through your teaching career.



Portfolio Overview Statement

Submit a one-page statement that provides an overview of your portfolio. In this overview summarize YOUR GROWTH in sections I, II, and III, (professional preparation, teaching competencies, and strategies to manage the learning environment).

DEVELOPMENT CHECKLIST FOR PROFESSIONAL PORTFOLIO (PRESERVICE)

I. Professional Preparation (All elements required.)

A	Candidate’s Information: <ul style="list-style-type: none"> • Candidate’s first name • Candidate’s last name • UIN • Candidate Status (UG, GR, Post-baccalaureate endorsement) • Academic Year • Semester • Program/Endorsement Area
B	Statement of personal teaching philosophy: 2-4 page discussion of your growth as a professional in terms of the conceptual framework (see attachment for copy of the Darden College of Education and Professional Studies Conceptual Framework).
C	Resume
D	Graduate and undergraduate transcripts
E	Professional Assessments score reports (PRAXIS I/Praxis Core or equivalent scores on SAT or ACT, Praxis II, VCLA, and RVE/ VRA where applicable)
F	Child abuse and neglect recognition reporting certificate and First Aid, CPR, AED training.
G	Letters of recommendation (3 – 5)
H	Copies of all teaching certifications and licenses
I	Evaluations (Observation, Practicum, Teacher Candidate Internship)

II. Pre-service Teaching Competencies (All elements required.)

These items are from the **unit in the “Impact in Student Learning”**. For each of the following indicators the candidate will provide evidence of growth in knowledge, understanding and disposition, including design and appropriate use of::

A	Learner-centered and/or differentiated instruction providing for special needs learners and individual learner needs
B	Instructional and curricular adaptations for multicultural, ethnic, socio-economic, and linguistic diversity, and gender equity
C	Developmentally appropriate instruction
D	Standards-based instruction



	E	Candidates will demonstrate the essential knowledge, skills, and processes in the content area they will be endorsed and demonstrate the ability to deliver instruction that uses inquiry, critical thinking, and problem based learning within and across various disciplines.
	F	Engagement of learners in studies of the nature of the respective disciplines
	G	Authentic learning experiences providing for connections to human values and endeavors as well as the personalities, needs, and interest of learners
	H	Integration of technology and media resources for instruction, classroom organization, and pupils learning
	I	Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning

III. Reflective Behavior and Strategies to manage the learning environment – (All elements required)

	A.	Reflect on an individual learner behavior or a classroom behavior encountered during student teaching that was challenging.
	B.	Document how you handled the situation
	C.	What type of strategies did you use?
	D.	What was the outcome (successes and frustrations)?
	E.	Did you believe the overall outcome of your strategies was successful (why or why not)? Please explain
	F.	What areas of growth did you experience from implementing this plan and working with this learner and/or group?

Guidelines

While the process of developing a portfolio may seem like a daunting task at first, the key to making this task manageable is to follow the guidelines provided for developing the portfolio. These guidelines will define expectations for each section of your portfolio. They have been provided to help you as you begin your portfolio preparation and are required components of your portfolio; however, you are encouraged to extend beyond these requirements so that your portfolio becomes a document that reflects your creativity and individuality.

Portfolio Content

- I. Professional Preparation: (All items listed in Section I)
- II. Pre-service Teaching Competencies: (All items listed in Section II)



- *Per competency, write a one-half to one page reflection addressing your growth as supported by reference to 2-4 artifacts. Be sure to clearly describe in what ways each referenced artifact illustrates your growth.*
- *Each artifact should come from the “impact on student learning” unit.*

III. Reflective journal on behavior and/or classroom management strategy – Reflect on a behavior encountered during student teaching that was challenging. Document how you handled the situation. Answer the following questions - What type of strategies did you use, what was the outcome (successes and frustrations), did you believe the overall outcome was successful (why or why not), and what areas of growth did you have from this experience?

Portfolio Overview - Submit a one-page statement that provides an overview of your portfolio. In this overview summarize YOUR GROWTH in sections I, II, and III, (professional preparation, teaching competencies, and behavior and/or classroom management)

Section I: Professional Preparation

A. Candidates Information

- Candidate’s first name
- Candidate’s last name
- UIN
- Candidate Status (UG, GR, Post-baccalaureate endorsement)
- Academic Year
- Semester
- Program/Endorsement Area

B. Statement of Personal Teaching Philosophy

2-4 page discussion of your personal teaching philosophy as a professional educator in your specific discipline. Be sure to discuss your philosophy in terms of the Darden College of Education and Professional Studies Conceptual Framework.

C. Resume – The resume should be no more than two pages long and should highlight educational experience.



- D. Graduate and undergraduate transcripts** – Unofficial transcripts are appropriate until the end of approved program experience.
- E. Professional Assessments score reports (PRAXIS I/Praxis Core or equivalent scores on SAT or ACT, Praxis II, VCLA, and RVE/ VRA where applicable)** – All licensure tests should be included. They will be required when applying for positions. Institutions of higher education will not be able to provide copies.
- F. Child abuse and neglect recognition reporting certificate and First Aid, CPR, AED training.** These items will be required when applying for a Virginia teaching license. Each item must be current.
- G. Letters of recommendation (3 – 5).** Letters of recommendation must be professional in nature. Letters from parents and friends are not appropriate.
- H. Copies of all teaching certifications and licenses.** Include any type of certificate or license that may assist you in obtaining a position. This could include physical training, life guard, sign language, driver’s license, etc.
- I. Evaluations** – Observation, practicum, and teacher candidate internship

Section II: Pre-service Teaching Competencies

The Professional Portfolio Committee devised a common core of competencies which were inspired those standards recommended by professional organizations and utilized by NCATE/CAEP for purposes of accreditation. The professional education organizations included: Association for Childhood Education International (ACEI), International Technology Education Association/Council on Technology Teacher Education (ITEA/CTTE), National Association for the Education of Young Children (NAEYC), National Council of Teachers of English (NCTE), National Council of Teachers of Mathematics (NCTM), National Middle School Association (NMSA), National Science Teachers Association (NSTA) and National Council for the Social Studies (NCSS).

Candidates are required to collect artifacts during the completion of the “impact on student learning unit” which will support the following standards-based competencies:

A. Learner-centered and/or differentiated instruction providing for special needs learners and individual learner needs.

Candidates provide evidence that they:

- Honor individual differences among learners by utilizing multiple approaches to thinking and learning.
- Develop and implement an integrated curriculum that focuses on children's needs and interests.



B. Instructional and curricular adaptations for multicultural, ethnic, socio-economic, and linguistic diversity, and gender equity.

Candidates provide evidence that they:

- Plan instructional activities appropriate to the needs of culturally, ethnically, economically and linguistically diverse learners and those with exceptional learning needs.
- Use their knowledge of learner diversity to affirm and support full participation of all learners.
- Use a variety of approaches to instruction in diverse settings and with learners with diverse backgrounds, interests, and abilities.

C. Developmentally appropriate instruction

Candidates provide evidence that they:

- Know, understand, and use the major concepts, principles, theories, and research related to the development of children and young adolescents.
- Consider, accommodate, and integrate the cognitive, linguistic, physical, social, and emotional developmental characteristics of children and young adolescents.
- Plan and implement developmentally appropriate/responsive curriculum and instructional practices based on knowledge of individual children, the community, and curriculum goals and content.

D. Standards-based instruction

Candidates provide evidence that they:

- Know and understand the major concepts and principles of their teaching discipline(s) as defined by educational state and national standards .
- Relate plans and resources to professionally-developed state and national standards.

E. Candidates will demonstrate the essential knowledge, skills, and processes in the content area they will be endorsed and demonstrate the ability to deliver instruction that uses inquiry, critical thinking, and problem based learning within and across various disciplines.

Candidates provide evidence that they:



- Know, understand, and use the central concepts, structures of content and tools of inquiry for learners across the grades.
- Know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate learners and build understanding.
- Teach the basic concepts and skills of inquiry and communication as integral to all learning.
- Cultivate skills in recognizing and solving problems.
- Help learners develop lifelong habits of critical thinking and judgment.

F. Engagement of learners in the studies of the nature of the respective disciplines

Candidates provide evidence that they can define the values, beliefs and assumptions inherent to the creation of knowledge within their respective fields, and contrast that knowledge to other ways of knowing. Nature of the discipline refers to characteristics distinguishing the discipline from other ways of knowing; i.e., characteristics distinguishing basic science, applied science, and technology; processes and conventions of science as a professional activity; and standards defining acceptable evidence and scientific explanation. Candidates engage K-12 learners effectively in studies of the nature of science and conventions of scientific explanation.

G. Authentic learning experiences providing for connections to human values and endeavors as well as the personalities, needs and interests of the learners.

Candidates provide evidence that they:

- Encourage the application of knowledge, skills, tools, and ideas to real world issues.
- Help learners realize how knowledge, skills, and ideas relate to their lives and to other real world situations.
- Know and understand the relationship of various disciplines to other human values and endeavors.

H. Integration of technology and media resources for instruction, classroom organization, and pupil learning.

Candidates provide evidence that they:

- Know that technology includes, but is not limited to, computers and computer software, calculators, interactive television, distance learning, electronic information resources, and a variety of relevant multimedia.
- Use a variety of resources, including technology and nonprint materials



- Understand and use appropriate technology to help learners become capable technology users through communication.
- Develop the ability of the learners to apply technological knowledge and skills
- Select appropriate instructional technologies to effectively teach all learner populations.

I. Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning.

Candidates provide evidence that they:

- Use assessment as an integral part of instruction and learning.
- Align their instructional and assessment practices.
- Use formative and summative methods to determine learners' understanding and to monitor their own teaching effectiveness.
- Use a variety of formal and informal assessment techniques (e.g., observation, portfolios of learner work, teacher-made tests, performance tasks, projects, learner self-assessments, peer assessment, and standardized tests.)

Section III: Reflection on management of the learning environment

Behavior is one of the greatest challenges today's teacher faces, especially when students getting special education services are in inclusive classrooms. This section is designed to provide the candidate with the opportunity to observe and practice strategies to support their students. The goal is to create an instructional environment that increases the likelihood of increased student success.

A. Observe and practice principles of effective classroom management.

Candidates provide evidence in their reflective journal that they:

- Establish effective classroom expectations.
- Develop and maintain predictable classroom schedules and routines.
- Consider learners' needs in establishing group strategies.

B. Observe and practice the principles of effective behavior management.

Candidates provide evidence in their reflective journal that they:

- Use reinforcement strategies to promote positive learners responses.



- Collect and analyze data to assist in the decision making process.
- Apply behavior change procedures as consistently and immediately, as possible.

C. Use a range of strategies to promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom.

Candidates provide evidence in their reflective journal that they:

- Implement and monitor research-based strategies.
- Work as a member of the instructional team.

D. Create learning communities in which learners assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.

Candidates provide evidence in their reflective journal that they:

- Teach and reinforce individual accountability in the classroom.
- Provide opportunities for students to work cooperatively on various tasks.

E. Understand and use appropriate and effective interpersonal and small group communication techniques to create an effective learning environment.

Candidates provide evidence in their reflective journal that they:

- Use effective interpersonal communication strategies to communicate with learners, colleagues, and parent/guardians.
- Teach learners skills that will increase their ability to communicate effectively.

F. In reviewing items A-E above, explain how you grew as a professional.

Candidates provide evidence in their reflective journal that they:

- Use effective strategies to develop individual learner behavior and/or classroom behavior encountered during the student teaching experience.
- Provide evidence of successes and/or frustration of strategies used to work with individual learner behavior and/or classroom behavior



Inclusion of Evidence

Use your professional judgment to decide which artifacts will best represent your growth in each competency or professional development indicator. Be sure to include 2-3 artifacts to support each competency and professional development indicator. As well, ideally, each artifact will support multiple competencies/professional development indicators. Finally, you must include artifacts as defined by the conceptual framework to show your growth as a professional educator.

Artifacts

Use a variety of media in your selection of artifacts which may include:

Required (minimum)	Optional
3-5 Lesson plans	Video & audio tapes
1 Unit plan	Curriculum maps
Behavior Reflection	Photographs
Samples of curriculum materials you have developed	Papers &/or Reviews of professional readings
Samples teacher and supervisor feedback	Administrator feedback on your professional behavior and instruction
All field experience evaluation forms from practicum and internship experience experiences, and reflective statements based on these evaluations	Technology outcome samples learners have created
Samples of learner work stemming from lesson plans, instructional activities and assessment tools you have developed	Other items not included here that you deem relevant

- Include additional samples of required artifacts as you deem appropriate
- Remove from artifacts all reference to K-12 school names. Use aliases if necessary.
- Remove from artifacts all references to K-12 learner and teacher names. Use aliases if necessary.

Teacher Candidate Portfolio Rubric

	Meets Standards (2 pts)	Needs Improvement (1 pt)	Unacceptable (0 pt)
Professional Preparation (1, 15%)	Personal teaching philosophy is written in a complete and cohesive manner. Professional growth statement fully addresses transition from early field experience to student teaching. The professional growth statement clearly incorporates the Conceptual Framework, Educator as Professional. All written statements are free of spelling and/or grammatical errors.	Person teaching philosophy is written in a manner that is partially complete. Professional growth statement partially addresses transition from early field experience to student teaching. The professional growth statement fails to clearly incorporate the Conceptual Framework, Educator as Professional. Written statements contain up to three spelling and/or grammatical errors.	The Personal teaching philosophy is incomplete. The statement regarding growth in the profession is not present or disorganized and poorly presented. Professional growth statement does not address transition from early field experience to student teaching. The professional growth statement fails to incorporate the Conceptual Framework, Educator as Professional. Written statements contain more than three spelling and/or grammatical errors.
Professional Preparation Attachments/Information (1, 10%)	All attachments included for Transcripts, Test Scores, Certifications, and Letters of Recommendations.	More than half of the required professional attachments are provided.	Less than half of the required professional attachments are provided.
Resume (1, 5%)	Resume is limited to 1-2 pages, contains personal contact information, educational history, work experience,	Resume is limited to 1-2 pages, contains partial personal contact information, educational history, work experience, licensure	Resume is limited to 1-2 pages, contains and contains less than half of the required personal contact information,



	Meets Standards (2 pts)	Needs Improvement (1 pt)	Unacceptable (0 pt)
	licensure information, professional membership, and extra-curricular activities. There are no spelling/grammar errors.	information, professional membership, and extra-curricular activities. There are less than three spelling/grammar errors.	educational history, work experience, licensure information, professional membership, and extra-curricular activities. There are more than three spelling/grammar errors.
Pre-Service Teaching Competencies (3, 50%)	Teacher candidates attached 2-4 artifacts for each competency area all 9 (A-I). Each competency had a well written half-page reflection explaining the artifact. There are no spelling/grammar errors	Teacher candidates only provided artifacts for 6 competencies out of 9 (A-I). Each competency had a written reflection. The reflection explained the artifact. The writing contained 2-4 spelling/grammatical	Teacher candidate provided artifacts for less than 6 competencies (A-I). The written reflections are poorly written. There are more than four spelling/grammar errors
Behavior Reflection (3, 20%)	Teacher candidates included reflection for each question A-F (6 questions).). Each question had a well written half-page reflection explaining the outcome. There are no spelling/grammar error	Teacher candidates included 4 out of 6 reflections (4 questions). Each question had a written reflection. The reflection explained the outcome. The writing contained 2-4 spelling/grammatical	Teacher candidate provided less than 4 reflections (less than 4 questions). The written reflections are poorly written. The written reflection did not explain the outcome. There are more than four spelling/grammar errors