Teacher Education Portfolio  In How We Think, John Dewey refers to reflective action as the active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the consequences to which it leads. The Teacher Education Portfolio utilizes Dewey's concept of reflective action as its principle of organization. As students progress through the Teacher Education Program, they are enabled to reflect about their own teaching and learning in four broad areas; CURRICULUM, ASSESSMENT, RELATIONSHIPS, and ENVIRONMENT. The portfolio offers a process of self-assessment that promotes growth through analytical and critical evaluation regarding the goals and objectives of the program. All education majors will present their completed portfolio as part of the senior comprehensive evaluation.

**Introduction:**

**What Is a Portfolio**

A portfolio is an organized collection of documents that represent your undergraduate preparation for teaching. The documents you select for your portfolio will illustrate your unique personal and professional growth, a portrait of your abilities and skills. All students enrolled in the Teacher Education Program must complete the portfolio requirement in preparation for the senior comprehensive evaluation. Students will compile the portfolio during their undergraduate study, selecting documents from courses and experiences that best represent their individuality and competencies for teaching. Faculty members and future employers will be the audience for the portfolio.

**Organization of the Portfolio**

The portfolio organization reflects the conceptual framework for the Teacher Education Program. Based on the motto, "Preparing Teachers of Ability and Conviction," the pictorial model illustrates preparation of teachers of ability by engaging in liberal arts, professional, and content area studies. One's convictions develop through participation in faith, learning and service experiences. The conceptual framework emanates from our model, teaching standards developed by professional organizations and established goals and objectives of the Teacher Education Program.
The goals and objectives serve as the guide for your professional preparation and focus on four broad areas. Upon completion of the Teacher Education Program, students will be able to:

A. Construct and deliver appropriate curriculum for students.
B. Assess student learning and development with a variety of measures.
C. Establish professional and reciprocal relationships with others invested in students' learning.
D. Create positive and caring environments for student development and learning.

The portfolio is organized by these four broad goals. Documents need to illustrate your professional development and ability in each area.

**Development of the Portfolio**

Development of the portfolio begins during the first year and continues until graduation. Certain assignments must be included in the portfolio. For other requirements, students may evaluate their own work and select materials that represent their best work.

The portfolio consists of prescribed materials as outlined in this paper. As assignments are completed, they may be placed in the portfolio for later evaluation. Materials are collected and arranged in the four categories as outlined on the previous page.

**Evaluation of the Portfolio**

The portfolio is evaluated at four points in the undergraduate program. The purpose is to evaluate progress in the portfolio development and to assist with questions, if necessary. The four evaluation times are:

1. Spring term, sophomore year during the interview for admission to the teacher education program with the Director of Teacher Education
2. Fall term, junior year, during the interview for student teaching, with the Director of Teacher Education
3. Upon completion of methods classes: fall term, senior year for elementary majors with methods faculty; junior or senior year for secondary majors with methods instructor.
4. Upon completion of student teaching and all coursework, students will submit their portfolio and student teaching videotape for evaluation by one of the education department faculty.

**Senior Comprehensive Evaluation**

During the final week of student teaching, students will complete an oral final review with a member of the faculty in the Education Department. Students will present evidence of their attainment of the goals and objectives of the teacher education program. The portfolio and video will be a basis for the oral presentation. Successful completion of student teaching and a "pass" grade for the portfolio will fulfill the
senior comprehensive evaluation requirements. The diploma will be granted when both requirements are met.

**NOTE:** The portfolio is a licensing requirement for all teacher education majors. Students who are pursuing an academic major in addition to teacher certification will need to meet senior comprehensive evaluation requirements in both areas.

**Portfolio Requirements:** (those with * must be included)

The various required areas of the students' portfolio are:

- **Introduction**
- **Curriculum**
- **Assessment**
- **Relationships**
- **Environment**

**Introduction**

A. *Title page-name, major, minor, and/or endorsements
B. *Table of contents
C. *Model of Teacher Education Program
D. *Objectives of Teacher Education Program
E. *Autobiography
F. *Resume
G. *Transcript

**Curriculum:** Construct and deliver appropriate curriculum for students.

A. *Why I Want to Teach Essay - two full pages, minimum, done in Educational Foundations
B. *Philosophy of Education - two full pages, minimum, done in Educational Foundations
C. *Four samples of student's written communication work from courses in general education (not in major)
D. *Significant papers from content major classes
E. *Reflection paper

**Assessment:** Assess Student Learning and Development with a Variety of Measures

A. *Assessments (minimum of five) illustrating student's ability to design various assessment tools
**Relationships:** Establish professional and reciprocal relationships with others invested in students' learning.

A. Samples of letters, memos to parents, community agencies, colleagues  
B. Awards, certificates of membership in SEA and other professional groups  
C. Evidence of participation in campus activities  
D. Evidence of volunteer and other service oriented experiences

**Environment:** Create Positive and Caring Environments for Student Development and Learning

A. * Lesson plans illustrating ability to plan for individual differences  
B. * Unit plan(s); interdisciplinary when appropriate  
C. * Discipline paper from Educational Psychology  
D. * Papers from Educational Psychology  
E. * Paper from Celebrating Diversity workshop, minimum of two pages  
F. * Videotape from student teaching  
G. * Technological exhibits  
H. Photographs of interaction with students, learning centers, bulletin boards, etc.  
I. Progress reports to students other than report cards  
J. * Reflection paper

**Final Reflection Paper**

**Portfolio Checklist:**

The various area checklists of the students' portfolio are:  
Introduction, Curriculum, Assessment, Relationships, Environment

Name__________________________

Date   Faculty   Evidence of Student Performance

Introduction  
_____ _____  *Title Page  
_____ _____  *Table of Contents  
_____ _____  *Model of Teacher Education Program  
_____ _____  *Goals/Objectives of Teacher Education Program  
_____ _____  *Autobiography  
_____ _____  *Resume  
_____ _____  Transcript
I. Curriculum: Construct and Deliver Appropriate Curriculum
   _____ _____  *Why I Want to Teach Essay
   _____ _____  *Philosophy of Education
   _____ _____  *Four Samples of Written Communication in Gen. Educ.
   ____________________________________
   ____________________________________
   ____________________________________
   ____________________________________
   _____ _____  *Significant Papers from Content Major Classes
   _____ _____  *Reflection Paper: Liberal Arts and Curriculum

II. Assessment: Assess Student Learning With Variety of Assessments (5)
   _____ _____
   *___________________________________
   *___________________________________
   *___________________________________
   *___________________________________
   *___________________________________

III. Relationships: Establish Professional and Reciprocal Relationships With Others Invested in Student Learning
   _____ _____  Samples of Letters, Memos to Students and Parents
   _____ _____  Awards, Memberships in Professional Organizations
   _____ _____  Participation in Campus Activities
   _____ _____  Volunteer/Service Oriented Experiences

IV. Environment: Create Positive and Caring Environments for Student Development and Learning
   _____ _____  *Lessons Plans
   _____ _____  *Unit Plans
   _____ _____  *Discipline Paper
   _____ _____  *Papers from Educational Psychology
   ____________________________________
   ____________________________________
   _____ _____  *Celebrating Diversity Workshop Paper
   *Videotape of Student Teaching
   *Technological Exhibits
   Photographs
   Progress Reports to Parents and/or Students
   _____ _____  *Reflection Paper: Content and Methodology (Goals/Objs)
   ____________________________________
   *Final Reflection Paper
Senior Comprehensive Evaluation

The above named student has completed all requirements for the Education Portfolio as a partial requirement for the Senior Comprehensive Evaluation and has earned a score of

5 4 3 2 1  (Circle One based on Portfolio Evaluation Rubric)

__________________  ________________________________
Date     Faculty Signature

Comments:

--- Portfolio Rubric:

At completion of senior portfolio evaluation, education faculty are to assess the overall development of the portfolio and, using the following rubric, mark a score of 5 (high) to 1 (low) on the portfolio checklist sheet.

**The student's portfolio**

5  demonstrates goals and objectives of the TEP with high competency
  reflects outstanding authentic and creative work
  reflects depth of knowledge of the teaching and learning process
  reflects diverse skills and abilities for classroom teaching
  is well-organized and sequenced
  contains caption statements that relate to content of items
  contains all portfolio requirements

4  demonstrates goals and objectives of the TEP with competency
  reflects authentic and creative work
  reflects knowledge of the teaching and learning process
  reflects diverse skills and abilities for classroom teaching
  is organized and sequenced
contains caption statements that give general idea of item
contains all portfolio requirements

3 demonstrates goals and objectives of the TEP with moderate competency
reflects some authentic work
reflects some knowledge of the teaching and learning process
reflects some diverse skills and abilities for classroom teaching
is organized and sequenced
contains limited caption statements
contains all portfolio requirements

2 demonstrates goals and objectives of the TEP with limited competency
reflects mediocre level of work
reflects limited knowledge of the teaching and learning process
reflects limited skills and abilities of classroom teaching
lacks organization and sequence
contains no caption statements
contains most portfolio requirements

1 demonstrates goals and objectives of the TEP at a beginning level
reflects low level of work
reflects low level of knowledge of the teaching and learning process
reflects unsatisfactory skill and ability development
lacks organization and sequence
contains no caption statements
lacks many portfolio requirements