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ABSTRACT
              In Colorado, pre-service teachers in the larger
teacher preparation programs are required to prepare portfolios to
document the ways they will meet state licensure requirement
standards. In the process, they learn the self-assessment skills and
techniques necessary to prepare the renewal of licensure dossier
required by the state. In addition, the portfolios are useful in job
interviews and give students some experience that may be useful later
in applying for National Board of Professional Teaching Standards
certification. Using portfolios to satisfy three or four assessment,
accountability, and accreditation purposes helps students to clarify
goals, communicate procedures, and document outcomes for all the
participants and agencies involved. "Guidelines for the Metropolitan
State College of Denver (MSCD) Teacher Candidate Portfolio, Fall
1996" is appended and comprises the bulk of this document. The
guidelines contain information on: the types of evidence required in
the MSCD portfolio; its purpose; required format; when and how
candidates will present their portfolios; the checkpoints and
timeline for portfolio development and assessment; a pie chart, with
explanations, detailing the portfolio evaluation process; reflective
commentary guidelines; protfolio assessment guidelines for faculty;
and several pages of instructions and helps for assembling various
parts of the portfolio. (JLS)

Portfolios: A Continuum of Assessment for Professional Development AND Institutional Accountability

Leslie Swetnam Ph.D., Marilyn Taylor Ed.D, F. Elizabeth Friot Ph.D.

Metropolitan State College of Denver

AACTE Conference   Phoenix, AZ   February 1997

The use of portfolios has emerged and been accepted as an authentic assessment technique for individual licensure candidates in many pre-service programs and is gaining acceptance for teacher re-licensure in some states. The use of portfolios not only allows licensure candidates to document their performance with direct reference to the state and institution standards, but also to become reflective, analytical, life long learners in their profession.

The use of portfolios for assessment requires new roles for the candidate, faculty, institutions and the state. Appropriate collaboration in the development of these materials can facilitate better assessment in three arenas: licensure and renewal, K-12 pupils, and institutional accreditation. Having prepared their own portfolios, candidates are better prepared by the experience to use portfolios as an assessment technique with their own future pupils.

With appropriate formatting, the candidates' portfolios can also be used for the broader purpose of facilitating general accountability reports to state higher education agencies and documentation that the licensure program meets state and national accrediting standards. They also facilitate a more cohesive focus on accreditation and licensure standards.

The use of portfolios can become a unifying assessment theme as teacher candidates experience preparing their own portfolio, follow through to use portfolios with their pupils and observe the faculty of the institution use the portfolios to document meeting the standards for state and national accreditation. This single assessment tool and the requirements within it can focus and unite students, faculty and administrators on the same standards and expectations. Not only is the documentation valuable, but the use of these portfolios enables both the candidates and their faculty to

become self reflective and develop the habits of personal assessment and improvement.

In Colorado, pre-service teachers are required to prepare portfolios to document meeting state licensure standards in all of the larger teacher preparation programs. In the process they learn the self assessment skills and techniques necessary to prepare the renewal of licensure dossier required by the state. In addition they are useful in job interviews and give the student some experience that may be useful later in applying for National Board of Professional Teaching Standards certification.

Using portfolios to satisfy three or four assessment, accountability, and accreditation purposes is highly effective and efficient. It clarifies goals, communicates procedures, and authentically documents outcomes for all the participants and agencies involved in the production of effective teachers. Portfolios can be the instrument that insures consistently applied program expectations, emphasis of thematic principles, and the realization of the required accreditation standards as well as assessment of individual teacher candidates and later their own pupils.

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Guidelines for The MSCD Teacher Candidate Portfolio Fall, 1996

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and

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What is required in the MSCD Teacher Candidate Portfolio?

The MSCD Teacher Candidate Portfolio is an edited collection of teacher candidates' evidence of professional growth and reflections representing progress through the entire professional education program. The teacher candidate portfolio differs from portfolios often required in individual courses because it represents the integration of learning in all courses. Portfolios should show candidates' progress toward their personal goals, MSCD program goals, and Colorado standards for teachers.

CANDIDATES' PERSONAL GOALS: To guide and individualize portfolio development, each teacher candidate is required to begin portfolio development by stating five personal goals. Throughout the portfolio each teacher candidate will complete "Brief Reflection Forms"(contained in Sections 4-8) explaining how each item of evidence included in each section represents progress toward these personal goals.

MSCD PROGRAM GOALS: To assure that MSCD's program goals have been met by the student, the evidence and reflections in each portfolio must show how candidates:

- *Integrate learnings from many disciplines and experiences.*
- *Vary approaches to instruction.*
- *Think critically.*
- *Apply theory to practice.*
- *Show evidence and commitment to life-long learning.*

CDE STANDARDS: The MSCD Teacher Candidate Portfolio contains sections addressing the five categories of professional teaching

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standards required by the Colorado Department of Education. These categories are:

- Content & learning (methods),
- Assessment,
- Diversity,
- Democratic Ideal, and
- Communication.

Throughout the MSCD program, teacher candidates will assemble the items of evidence that best represent growth toward each of these standards and will place the evidence in the appropriate portfolio section.

Section 3 of the looseleaf notebook contains a "Guide for Development of Personal Goals." Appendices III & IV contain complete lists of both MSCD program goals and CDE standards to guide candidates' selection of evidence and completion of "Brief Reflection Forms." Each section of the looseleaf notebook representing one of the CDE standards contains "Brief Reflection Forms" to assist candidates in writing reflections linking the evidence to personal goals, MSCD program goals, and CDE standards.

A completed portfolio section will typically include at least two and no more than five items of evidence except Section 4 which should contain from 4 to 10 items because it addresses the two broad areas of content and learning. Additional details about evidence representing each course in the program will be provided by course instructors as teacher candidates progress through the program.

(Also during the first semester the first of two philosophy of education statements will be written by each teacher candidate. A second statement will be written just prior to or during student teaching. Details are included in section 6 of the TCP looseleaf notebook.)

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What is the purpose of the MSCD Teacher Candidate Portfolio?

1. The Teacher Candidate Portfolio celebrates the talents, skills, and experiences of each teacher candidate. It demonstrates each candidate's progress toward becoming a maker of effective educational decisions in diverse contexts. As noted previously, it provides evidence of progress toward:
   - personal goals;
   - MSCD program goals;
   - Colorado Department of Education standards;

2. Additionally, it prepares candidates with the skills needed to develop portfolios for Colorado license renewal. Because MSCD teacher candidate portfolio guidelines were designed in keeping with CDE's new portfolio guidelines for license renewal, teacher candidates' work on portfolios will assist them in developing a skill they will use throughout their teaching careers. Re-licensure portfolios also require identification of professional development goals that connect to state standards, a collection of evidence, and writing of reflective commentaries.

3. Teacher candidates should consider this portfolio as unique, fluid and changing, an evolving display of life-long professional growth. Once candidates enter the profession with their first teaching job, their portfolios will be based on their personal goals as they relate to state standards and impact their learning communities.

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What format is required for the Teacher Candidate Portfolio?

Each must:

- be contained in the 1.5 inch looseleaf notebook purchased as the portfolio.
- contain the eight required sections. (Two optional sections may be developed if student chooses).
- include a table of contents.
- have 5 standards-based sections containing from 2-5 items of evidence each. (Section IV will have 4-10 artifacts as it addresses both content and learning.)
- contain 12-30 items of evidence prior to student teaching (add up to 10 items if optional sections are used).
- contain 18-30 items by completion of student teaching (Add up to 10 items if optional sections are used).*
- contain items of evidence no longer than 5 pages each
- include a 1 page "Brief Reflection Form" for each item included
- use each item of evidence in only one section
- include a completed self assessment
- include a completed peer assessment
- be reviewed once prior to applying for student teaching by the teacher education advisor·
- be reviewed once in a seminar during student teaching by the college supervisor

*During student teaching, the teacher candidate may replace individual itemswith others if they think that new ones better represent them.

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When and how will candidates present portfolios?

Candidates will present the entire teacher candidate portfolio to one peer evaluator and to their education advisor prior to applying for student teaching. Candidates will present teacher candidate portfolios again to peers and college supervisor in a seminar during student teaching.

When presenting portfolios to peers in the student teaching seminar, candidates should be able to articulate responses to the following:

- *philosophy of teaching/learning*

- *personal goals*

- *connection of learnings to MSCD program goals*

- *connection of learnings to CDE standards*

- *rationale for including items of evidence*

- *what they've learned about making educational*

     decisions in diverse contexts

Candidates will have about 15 minutes to talk to advisors or small groups of peers and professors about themselves as educators, about their personal goals & learnings, and about the link between their learnings and MSCD goals/CDE standards. Rating forms will be used by peers to assess organization, critical thinking, professional growth, communication, and presentation skills. Candidates should reflect on what has been learned, what students of teacher candidates have learned, how candidates facilitated student learning, and how candidates' professional decisions are influenced by existing contexts and reflect their goals and philosophy. Candidates should avoid going through portfolio pages one by one. They should decide what they want to communicate, and turn to pages that help to show that. The key words here are ORGANIZE and PREPARE.

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What are the checkpoints for portfolio development & assessment?

To Begin (Semester 1):

1. Student purchases and reads MSCD Teacher Candidate Portfolio & Guidelines from the bookstore during the first teacher education class.

2. Student reads and reflects upon ways to demonstrate both MSCD program goals and CDE standards.

3. Student writes personal goals following guidelines provided in Section 3 and reflects upon activities that may assist in reaching these goals.

4. Student writes own philosophy.

To Develop (from Semester 1 to Pre- Student Teaching Semester):

5. Student collects credentials & evidence (at least one per course). Each course item of evidence must be signed off by the professor on the "Portfolio Assessment Checklist." (In Appendix V at the end of the Teacher Candidate Portfolio)

6. Student completes a "Brief Reflection Form" for each item included using guide sheets provided in Sections 4-8.

7. Student completes the self-assessment form. Completed form is placed in Section 1, Overview/Reflective Commentary.

8. Student presents complete pre-student teaching portfolio to a peer, who signs off on the "Portfolio Peer Assessment" form. Completed form is placed in Section 1, Overview/Reflective Commentary.

9. (Optional: Student presents evolving portfolio to college or school faculty/principals, especially when field experience takes place.)

10. Student writes a second philosophy of education demonstrating professional growth before presenting the portfolio in a student teaching seminar.

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11. After pre-student teaching portfolio is complete, student writes a "Reflective Commentary" to appear in Section 1. Reflective Commentary should follow the guidelines provided in that section.

First Portfolio Presentation (Semester Before Student Teaching:

12. Student presents his or her <u>Teacher Candidate Portfolio</u> with 12--30 artifacts (2-5 in each area of the standards: content, learning, assessment, diversity, democratic ideal, and communication)* and the <u>Portfolio Assessment Checklist</u> to education advisor with completed self and peer assessments. Advisor reviews portfolio and signs off on checklist.

*Up to ten additional artifacts may be included if optional sections are used.

and

13. Student submits a copy of the signed <u>Portfolio Assessment Checklist: Faculty Sign-Off Sheet</u>: with application for student teaching. It must have been reviewed and signed by advisor for the student to be eligible to be placed to student teach. (Student keeps original of this checklist to present later to the college supervisor.)

Second & Final Portfolio Presentation (During Student Teaching Semester):

14. Student portfolio during student teaching should contain 18-30 items of evidence and Brief Reflection Forms." (Previously chosen items may be replaced with new student teaching items. If this is done, new "Brief Reflection Forms " should be completed).

15. College supervisor may request student to meet individually with him/her to present/discuss portfolio.

16. Student presents portfolio to peers and college supervisor with new additions, or changes, at a student teaching seminar.

15. Peers assess the oral presentation of portfolio using the "Oral Presentation Rating Form."

17. College supervisor completes and signs the <u>Portfolio Assessment: Faculty Sign-Off Sheet</u> to show that the portfolio has received its second review with added artifacts from student teaching. Student makes copy of final review. Student submits original copy to college supervisor for placement in the

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student's file in the Office of Clinical Services.

18. Institutional approval of program completion will not be given until the completed <u>Portfolio Assessment: Faculty Sign-Off Sheet</u> with signatures of the teacher education advisor and the college supervisor of student teaching have been submitted to the Office of Clinical Services.

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PORTFOLIO TIMELINE

* In the first semester

1.   Student purchases TCP looseleaf notebook and guidelines at bookstore.

2.   Student reads MSCD program goals and Colorado Department of Education standards and reflects on ways to demonstrate both.

3.   Student writes own goals and reflects upon ways to demonstrate.

4.   Student writes own philosophy. (See Guidelines in Democratic Ideal, Section 6)

* During Program

5.   Student collects artifacts - (one per course), and credentials. Each course artifact must be signed off in writing by the professor on the Portfolio Assessment Checklist (available in Appendix V).

6.   Student writes an Artifact Reflection for each artifact included in portfolio on forms provided in Sections 4-10.

* Prior to applying for student teaching

7.   When student has a minimum of 1-3 artifacts for sections 4-8, and a total of 12 artifacts, student writes a self evaluation on the form provided in Appendix V. Student writes the reflective commentary as described in Section I.

8.   Student presents to a peer, who signs off.

9.   Optional: Student presents evolving portfolio to school faculty/principal where field experiences may take place.

10.   Student presents to advisor, who signs off on the first review.

11.   Make a copy of the Portfolio Assessment Checklist and submits it with application for student teaching. (Keep original to present college supervisor)

*After application to student teaching

12.   Student writes a second philosophy of education prior to or during student teaching.

13.   Student adds artifacts from the last semester before student teaching and from student teaching.

14.   Student presents portfolio with new additions at student teaching seminar.

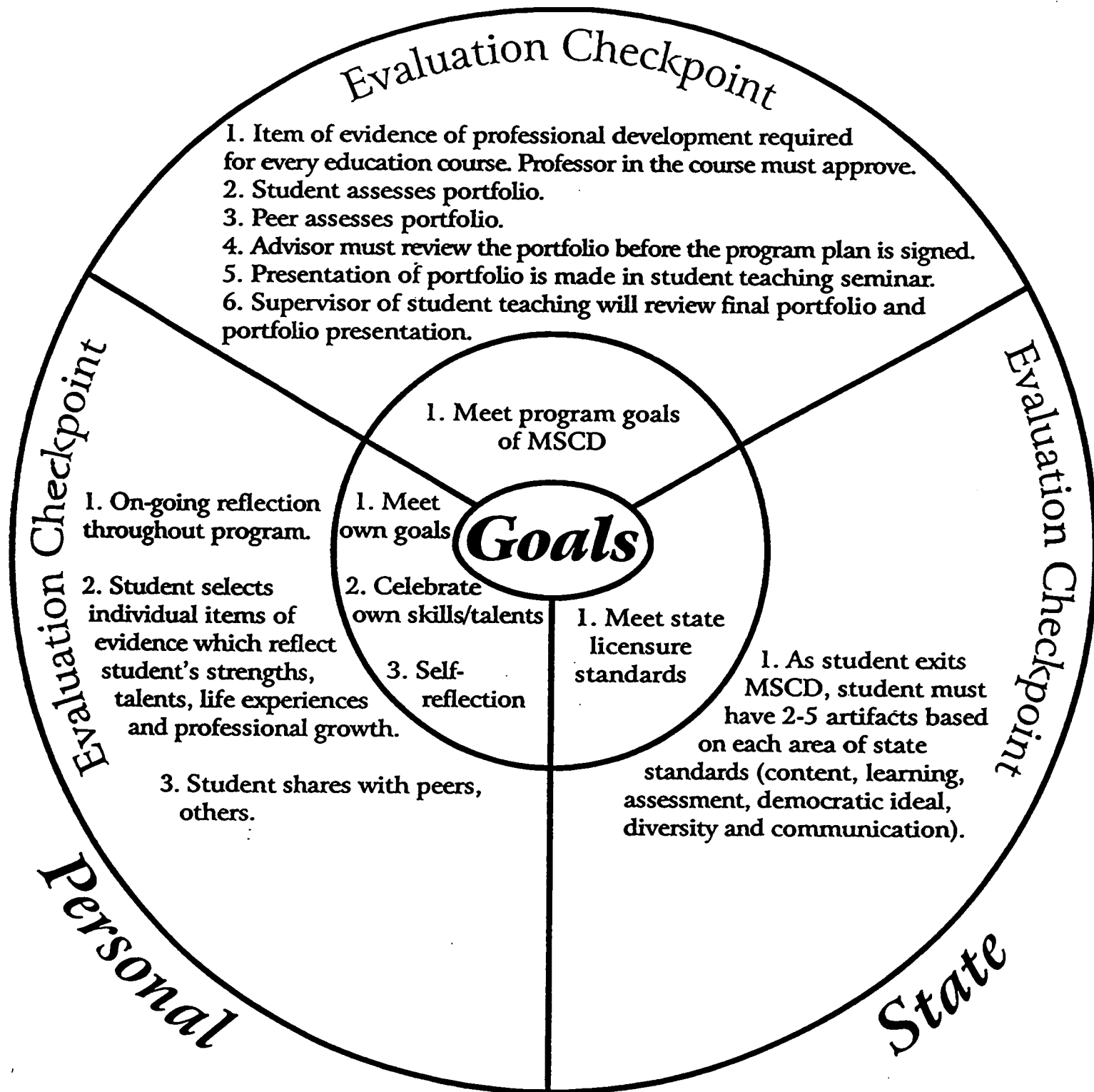15.   College supervisor signs-off on.

Portfolio Process
MSCD

Evaluation Checkpoint

1. Item of evidence of professional development required for every education course. Professor in the course must approve.
2. Student assesses portfolio.
3. Peer assesses portfolio.
4. Advisor must review the portfolio before the program plan is signed.
5. Presentation of portfolio is made in student teaching seminar.
6. Supervisor of student teaching will review final portfolio and portfolio presentation.

Goals

1. Meet program goals of MSCD

1. Meet own goals
2. Celebrate own skills/talents
3. Self-reflection

1. Meet state licensure standards

Evaluation Checkpoint (left side)

1. On-going reflection throughout program.
2. Student selects individual items of evidence which reflect student's strengths, talents, life experiences and professional growth.
3. Student shares with peers, others.

Evaluation Checkpoint (right side)

1. As student exits MSCD, student must have 2-5 artifacts based on each area of state standards (content, learning, assessment, democratic ideal, diversity and communication).

Personal

State

Table of Contents: Sections 1-10

What will you include in Section 1?

* A reflective commentary about your portfolio goals, professional activities, and evidence
* Your self assessment when completed
* One peer assessment when completed
* Your Portfolio Assessment Checklist: Faculty Sign-off

When should this be started?

* The reflective commentary should be composed the semester before student teaching as you compile your portfolio for peer and advisor review. (It may be revised during student teaching)

How should this be written?

* Follow guidelines for reflective commentary included.
* **Submit two pages typewritten maximum.**

REFLECTIVE COMMENTARY GUIDELINES

1. Reflective Commentary (overview) not over two type-written pages.

    a. Tell About Yourself. In this section the student should tell specific information about him/herself. (Examples: place of birth, personality characteristics, hobbies and things or experiences that define and shape your life.)

    b. Why You Want To Be A Teacher. This section should describe what motivated you to become a teacher. (Examples: influence of teachers, love of children, love of subject matter, a certain experience, etc.)

    c. Highlights Of The Portfolio. Describe 1-3 examples of your professional development most meaningful to you or most relevant to your goals or MSCD program goals. Tell why these are significant to you. Tell why you see them as significant. Discuss the line between these goals and the standards for Professional Educators.

    d. What You Have Learned About Yourself. This should be a short summary of the portfolio experience. What did it mean to you? Examples of questions to think about:

        * Did you notice a link between past experiences and what you portray about yourself in your portfolio?
        * Have you changed your outlook or philosophy over time?
        * In what areas do you want to continue to improve?
        * How will you go about doing this?
        * What is the biggest challenge or change you need to make to become successful?
        * What famous quote, metaphor, or symbolic representation tells the audience about you as a teacher?
        * How have you enhanced your skills in your endorsement?
        * What was the value of your professional development experience in the MSCD program?
        * What impact did your growing professional skills have on student learning, schools, or school communities?

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PORTFOLIO SELF ASSESSMENT

Portfolio Author _____

Education Advisor/College Supervisor _____

circle yes or no and make comments if desired:

1.   Is the portfolio neat and well organized?

      yes   no   comments:

2.   Does the portfolio provide evidence that I integrated learnings from many deiciplines and
      experiences?

      yes   no   comments:

3.   Does the portfolio provide evidence that I vary approaches to instruction to meet individual needs
      of diverse students?

      yes   no   comments:

4.   Does the portfolio provide evidence that I think critically?

      yes   no   comments:

5.   Does the portfolio provide evidence that I apply theory to practice?

      yes   no   comments:

6.   Does the portfolio provide evidence that I am a life long learner?

      yes   no   comments:

7.   Does the portfolio provide evidence that I consistently develop teaching materials and strategies
      in support of my goals, evaluate my own teaching practices and thoughtfully consider the
      practices of others?

      yes   no   comments:

_____   _____
Student signature   Date

Portfolio Assessment Checklist: Faculty Sign-Off
(from instructors, advisor, college supervisor)

Name:_____   Student Number:_____

Program:_____   Major:_____

Advisor:_____   College Supervisor:_____

Section I--Overview/REFLECTIVE COMMENTARY

- Overview/Reflective Commentary written   yes   no

Section 2--Credentials

- Up to 10 pages of credentials   yes   no

Section 3--Goals and Standards

- Personal Goals have been written: yes   no

Section 4--Content and Learning

Content   Course Number & Instructor Initials

- _____   _____
- _____   _____
- _____   _____
- _____   _____
- _____   _____

Learning   Course Number & Instructor Initials

- _____   _____
- _____   _____
- _____   _____
- _____   _____
- _____   _____

Section 5--Assessment   Course Number & Instructor Initials

- Teacher Candidate Portfolio (required) _____
- _____   _____

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_____
_____
_____   _____
                                            _____
                                            _____

Section 6--Democratic Ideal   Course Number & Instructor Initials

- Philosophy #1 (required in introductory class)_____

- Philosophy #2 (required prior to or during stu teach)_____

- _____   _____
- _____   _____
- _____   _____

Section 7--Diversity   Course Number & Instructor Initials

- _____   _____
- _____   _____
- _____   _____
- _____   _____
- _____   _____

Section 8--Communication   Course Number & Instructor Initials

- _____   _____
- _____   _____
- _____   _____
- _____   _____

Section 9--(optional)_____

- _____
- _____
- _____
- _____
- _____

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Section 10--(optional)_____

   · _____
   · _____
   .· _____
   · _____
   · _____

Approved for student teaching application (12-30 items of
evidence & brief commentary forms*):

_____   _____
   Teacher Education Advisor   Date

Presented at student teaching seminar (18-30 items of
evidence & brief commentary forms*):

_____   _____
   College Supervisor   Date

(* Up to 10 additional items of evidence may be included
if optional sections are used. Optional items of evidence
may not replace artifacts in required sections.)

What will you include in Section 2?

Options: (Clear <u>copies</u> of any of the following)

* PLACE test scores
* Clinical evaluations
* Resume
* Transcripts
* Diplomas
* Evaluations
* Licenses
* Indicators of quality work
* Letters from students
* Letters from teachers
* Professional memberships
* Attendance at conferences

Please limit this section to 10 pages. Place a table of contents at the start.

"Guide for Development of Personal Goals"

In this section you need to state the personal goals for professional development that will enable you to become an effective teacher. These goals should be written by the end of your first semester in the program. You will evaluate your progress and/or performance in achieving these goals as you finish the licensure program.

This personal goal statement is not intended to be all inclusive of the knowledge and skills necessary for any teacher. It is to be your statement of what you think you most need to accomplish to become an effective beginning teacher.

It may help to consider goals in four categories:

* Essential Knowledge

* Essential Performances (Skills)

* Essential Experiences

* Essential Dispositions (Attitudes, Feelings)

You may want to read the sections on MSCD Goals and The Colorado Department of Education Standards for licensure to spark some ideas. However, this is to be a personal statement of the goals that you feel are the most important to you or the goals you think are the most necessary for your own development. To achieve the desired emphasis on these goals you should focus on five goals.

After you finish writing and polishing your goals remove this page of directions from your portfolio.

MSCD Goals

1. Integrate learnings from many disciplines and experiences.

2. Uary approaches to instruction.

3. Think Critically.

4. Apply Theory to Practice.

5. Show Evidence and Commitment to Life Long Learning.

See complete listing of MSCD goals in Appendix C.

CDE Standards

1. Content

   Learning (methods)

2. Assessment

3. Democratic ideal

4. Diversity

5. Communication

(See complete listing of CDE Standards in Appendix D.)

BRIEF REFLECTION FORM

Title of Evidence_____ Date created_____

Educator Name_____ Reviewer's initials_____

<div align="right">(optional)</div>

Please copy or recreate this form and complete a page like this for each of the items you include in your <u>Teacher Candidate Portfolio</u>. *(must be typed or handwritten legibly)*

I. Describe the **context** in which this item of evidence was developed or collected and what you learned from this experience.

II. What does this item of evidence tell about your progress toward your personal goals and/or your growth as a teacher?

III. What does it demonstrate about your progress toward one or more of the MSCD goals? (See categories of goals in Section 3 or full descriptions of goals in Appendix C.)

IV. Reflect upon the MSCD program theme of "the teacher as decision maker in diverse contexts" and discuss how this item represents this theme.

Comments (optional) by reviewer can be written on the back of this page.

HOW TO WRITE YOUR PHILOSOPHY OF EDUCATION

Your own philosophy of education is very important because it provides focus and emphasis for your teaching. Working to communicate your philosophy helps you to become aware of your own goals and values which prepares you to integrate them with the goals and values espoused by your district and your community.

During your program you will write a statement of your philosophy twice, once as you enter the licensure program and again as you complete it. Both of these philosophies will be included in your portfolio to demonstrate your professional growth and development.

Your statement of philosophy is a description of your own goals and beliefs as a teacher. There is no "right" philosophy. Some fit into certain settings better then others. You will refine, augment, and develop your philosophy for the rest of your career.

Below are some guidelines to keep in mind to produce a well written, focuses and articulate statement of your philosophy.

* Your philosophy should be no longer than two pages, typed and double spaced.

* Somewhere in your statement of philosophy answer the following questions:
  - What role will you play in nurturing school renewal? (5.03 1b)
  - What role will you play in building bridges, linking schools, higher education, parents, students, and the community? (5.03 2g)
  - What is the purpose of education?
    (what goals do you want your student to achieve?)
  - What is the teacher's role?
  - What is the student's role?
  - What does it mean to say "the teacher is a decision maker in diverse contexts"?

* In your entry level statement of philosophy you should rely on your personal beliefs and experiences. Your exit philosophy should be influenced by the knowledge and experience you acquire through the requirements of the licensure program.

* Spelling, punctuation, grammar, usage and other mechanical errors will detract from your statement of educational philosophy. Refine and proofread this important statement before submitting.

(Remove this page from your portfolio when you have completed writing your second statement of educational philosophy.)

APPENDIX B: SUGGESTIONS FOR ITEMS OF EVIDENCE

CONTENT

     Liberal Arts and Content Area Evidence
     Synopsis of subject area or interdisciplinary unit plan
     Demonstration of computer literacy
     Evidence from any of the courses in your major. Projects, papers, etc. (secondary & K-12)
     Evidence from any of the general studies content background courses required for licensure
     (especially MTH 161, ENG 364, etc.) Relevant evidence from your major. (elementary and
     early childhood)

TEACHING/LEARNING

     Methods
          Lesson plans demonstrating a variety of methods
          (planned, taught and self assessed)
               Cooperative learning
               Discovery/Inquiry learning
               Direct instruction (M. Hunter)
               Role play/simulation
               Concept attainment
               Mediated
               Any reading method
               4-MAT
               Multiple intelligences design
               Samples of K-12 student work created under teacher candidate's supervision

     Planning
          Lesson plans
          Brief outlines of unit plans
          Curriculum or instructional materials reviews
          Plan for a center
          Field trip plan
          Project approach

     Management
          Statement of discipline philosophy
          Discipline plan
          Demonstration of organizational skills
          Diagram and description of classroom environment

ASSESSMENT
     Production of portfolio (required)
     Assessment philosophy
     Assessment plans
     Performance assessment
     Assessment products
          Tests produced
          Pupil profiles
          Pupil work that has been evaluated
          Assignment sheets with evaluation rubric described
     Demonstration of ability to use Spreadsheet technology
     Case studies
     Review of various assessment tools

Assessment of your progress toward the personal goals you established at admission
Student self evaluation of clinical experience
Analysis (reflection) of a lesson planned and taught
Observations and interviews
Use of self assessment
Use of peer assessment

DEMOCRATIC IDEAL

Statement of Educational Philosophy at beginning of program (required)
Statement of Educational Philosophy at end of program (required)
Membership in professional education organizations
Synopsis of any group cooperative project from your licensure courses or major
Professional development plan
Community service related to children and youth
Review of an issue in education
Review of research on a specific topic
Synopsis of any teaming with peers, practicing teachers, or parents

DIVERSITY

SED 360 Case Study
Pupil profiles
Demonstration of knowledge of other cultures
Multi-cultural lesson plans
Multi-cultural unit plans
Individualized Education Plan (IEP)
Demonstration of selection of developmentally appropriate techniques
Lesson plans adapted for specific special needs students
Collection of developmental level examples (oral language, composition, handwriting, problem solving)
Lessons for bi-lingual students

COMMUNICATION

Computer item of evidence
Media item of evidence (required)
Written item of evidence (required)
Audio or video tape (required)
Plan or product for communicating with parents
Demonstration of ability in another language
Demonstration of ability to use Internet or other on-line sources of information
Class newsletter or letter to parents
Collaborative homework plan
Conferencing guides

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PORTFOLIO SELF ASSESSMENT

Portfolio Author _____

Education Advisor/College Supervisor _____

circle yes or no and make comments if desired:

1. Is the portfolio neat and well organized?

    yes   no   comments:

2. Does the portfolio provide evidence that I integrated learnings from many deiciplines and experiences?

    yes   no   comments:

3. Does the portfolio provide evidence that I vary approaches to instruction to meet individual needs of diverse students?

    yes   no   comments:

4. Does the portfolio provide evidence that I think critically?

    yes   no   comments:

5. Does the portfolio provide evidence that I apply theory to practice?

    yes   no   comments:

6. Does the portfolio provide evidence that I am a life long learner?
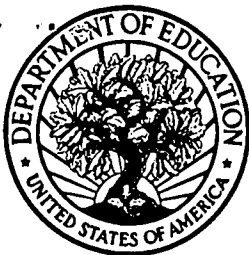
    yes   no   comments:

7. Does the portfolio provide evidence that I consistently develop teaching materials and strategies in support of my goals, evaluate my own teaching practices and thoughtfully consider the practices of others?

    yes   no   comments:

_____
Student signature   Date

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