Professional Portfolio

This electronic portfolio is a final selection of materials that provide evidence that you will be a knowing, sharing, caring teacher. The artifacts should document a meaningful connection between theory and practice, integrating coursework and field experiences to demonstrate mastery of the ten SOE knowing, sharing, caring competencies. The artifacts represent your best work and accomplishments and can showcase you as a knowing, sharing, caring teacher for the purpose of exiting your SOE program or gaining employment.

The Professional Portfolio should contain at least two artifacts for each competency along with an explanation (rationale) of their significance in providing evidence of meeting that competency, demonstrating thoughtful preparation. These explanations should not just provide a description of the artifact, but should tell why that artifact was chosen, what you learned from the experience, and how you might use the information gained to improve your practice.

Your portfolio should be neat and attractive, yet its appearance should not overshadow the work it contains. There should be no errors in the use of the conventions of standard written English.
Contents for Professional Portfolio

Title Page

Table of Contents

I. Introduction
   • Introductory statement
   • Resume
   • Philosophy statement
   • Philosophy of Education

II. Knowing 1 - Content
    A knowledge of discipline specific content and curriculum appropriate for your chosen teaching field.
    • Possible artifacts: List of content courses and grades related to your major; GPA; GACE scores; research paper from content class; unit

III. Knowing 2 – Pedagogical Content
    A knowledge of the intellectual, social, physical, and personal development of diverse learners and appropriate instructional strategies to teach children in diverse cultural contexts.
    • Possible artifacts: List of pedagogical courses and grades; paper on development of learners; evaluation of a lesson showing use of variety of strategies to meet needs of diverse learners

IV. Sharing 1 – Planning
    The ability to design effective learning activities for all learners based on their knowledge of discipline specific content and curriculum, students, learning environments, and assessment.
    • Possible Artifacts: Lesson plan showing differentiated instruction, modifications for special needs, adaptations for learners; student work

V. Sharing 2 – Resources and Technology
    The ability to select and use appropriate curriculum resources including current technology to enhance instruction for diverse learners.
    • Possible artifacts: Technology-connected lesson; resource file; lesson plan showing use of variety of resources; pictures showing use of technology or various resources; student work

VI. Sharing 3 – Instruction
    The ability to effectively organize, manage and facilitate a learning environment which engages learners in active learning and positive social interaction.
• **Possible artifacts:** Lesson plan and evaluation showing use of groups to enhance instruction; pictures of this; student work; check sheet showing coverage of curriculum goals/concepts/skills to be used in a group project

VII. **Sharing 4 – Assessment**  
The ability to develop and utilize a variety of formal and informal assessment strategies to ensure the continuous development of all learners.  
• **Possible artifacts:** Formal and informal assessments used; student work where these were used; teacher candidate-made test; pre/post test; commentary observation record of special needs students; rubric

VIII. **Caring 1 – Learning Environment**  
The ability to create a safe and stimulating learning environment conducive to all learners.  
• **Possible artifacts:** Video of teaching; evaluation of the lesson; lesson plan; examples of items created to motivate students (awards, etc.); interest inventory; game; photos of bulletin boards or projects; photos of students doing hands-on activity or group work

IX. **Caring 2 – Student Learning**  
The ability to monitor and manage the classroom so that learners effectively attain desired learning outcomes.  
• **Possible artifacts:** Lesson plan with reflection on student learning; student self-evaluation; differentiated lesson plan; lesson showing adaptations for special needs; lesson showing planning and organizational skills with several activities going on at once; student learning assignment

X. **Caring 3 – Cooperative Partnerships**  
The ability to form home and community partnerships to foster student well being and learning.  
• **Possible artifacts:** Letters/communication to parents; Community resource file; parental involvement plan; pictures of speakers from community; service learning projects with student work; teacher candidate-created Web page or blog

XI. **Caring 4 – Professional Development**  
The ability to grow professionally as a teacher.  
• **Possible artifacts:** Reflection about lesson; organization membership; participation in meetings with cooperating teacher; professional development plan; self-evaluation; conference attendance
### Scoring Rubric for Professional Portfolio

**Teacher Candidate_______________________________**  
**Semester_______________________________**

<table>
<thead>
<tr>
<th><strong>School of Education Competencies</strong></th>
<th><strong>General Characteristics</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Points</strong></td>
<td><strong>Documentation or Artifacts</strong></td>
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<tr>
<td><strong>5</strong></td>
<td>Exceptional</td>
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<tr>
<td><strong>4</strong></td>
<td>Thorough</td>
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This refers to the documentation or artifacts used as evidence to show mastery of competencies.

This refers to the explanations of why artifacts were chosen to document mastery of competencies.

This refers to pictures, graphics, charts, or videos used to document mastery of competencies.

This refers to the use of the conventions of standard written English, including grammar, mechanics, word usage, & spelling.

This refers to the way the contents of the portfolio are arranged to showcase the candidate’s ability to be a knowing, sharing, caring teacher.

This refers to the overall appearance of the portfolio.
<table>
<thead>
<tr>
<th>Points</th>
<th>Documentation or Artifacts</th>
<th>Rationales</th>
<th>Visuals</th>
<th>Language</th>
<th>Organization</th>
<th>Appearance</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Adequate</td>
<td>Demonstrates - Some thought and reasoning - Incomplete understanding - Provides fair description</td>
<td>Demonstrates - Some thought and reasoning - Incomplete understanding - Provides fair description</td>
<td>- Sufficient use of visuals to demonstrate knowledge &amp; skills in competency - Visuals used are of average quality</td>
<td>- Minor errors in use of conventions of standard written English</td>
<td>- Fair organization - Demonstrates thought</td>
<td>- Acceptable appearance - Generally orient reader - Generally colorful &amp; neat</td>
</tr>
<tr>
<td>2 Inadequate</td>
<td>Demonstrates - Limited thought &amp; reasoning - Incomplete understanding - Provides vague descriptions</td>
<td>Demonstrates - Limited thought &amp; reasoning - Incomplete understanding - Provides vague descriptions</td>
<td>- Minimal use of visuals to demonstrate knowledge &amp; skills in competency - Quality of visuals varies</td>
<td>- Several errors in use of conventions of standard written English</td>
<td>- Organization is confusing or hard to follow</td>
<td>- Inconsistent appearance - Confusing orientation for reader - Inappropriate use of color</td>
</tr>
<tr>
<td>1 Unacceptable</td>
<td>No evidence of - Thought &amp; reasoning - Understanding - No description or explanations</td>
<td>No evidence of - Thought &amp; reasoning - Understanding - No description or explanations</td>
<td>- No visuals to demonstrate knowledge &amp; skills in competency</td>
<td>- Many errors in use of conventions of standard written English</td>
<td>- No apparent organization</td>
<td>- Poor, sloppy appearance - Does not orient reader</td>
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</tbody>
</table>
Emmanuel College School of Education

Scoring for the Professional Portfolio

A composite score of 3 or above for each competency of the rubric and each general characteristic is required. Candidates who receive any score of 1 or 2 will be given an opportunity to revise and resubmit their portfolio.

<table>
<thead>
<tr>
<th>Candidate</th>
<th>Semester</th>
<th>Evaluator</th>
<th>Score</th>
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<tr>
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<td>Written Documentation</td>
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<tr>
<td>Introduction</td>
<td>Introductory statement, resume, philosophy of education</td>
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<td>Comments</td>
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Knowing 1 – A knowledge of discipline specific content and curriculum appropriate for their chosen field.
Knowing 2 – A knowledge of the intellectual, social, physical, and personal development of diverse learners and appropriate instructional strategies to teach children in diverse cultural contexts.

Comments |

Sharing 1 – The ability to design effective learning activities for all learners based on their knowledge of discipline specific content and curriculum, students, learning environments, and assessment.
Sharing 2 – The ability to select and use appropriate curriculum resources including current technology to enhance instruction for diverse learners.
Sharing 3 – The ability to effectively organize, manage, and facilitate a learning environment which engages learners in active learning and positive social interaction.
Sharing 4 – The ability to develop and utilize a variety of formal and informal assessment strategies to ensure the continuous development of all learners.

Comments |

Caring 1 – The ability to create a safe and stimulating learning environment conducive to all learners.
Caring 2 - The ability to monitor and manage the classroom so that learners effectively attain desired learning outcomes.
Caring 3 - The ability to form home and community partnerships to foster student well being and learning.
Caring 4 - The ability to grow professionally as a teacher.

Comments |

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<tr>
<td>Appearance</td>
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Resources for completing your portfolio:

**Helpful Websites**
http://www.lll.hawaii.edu/sltcc/tipps/portfolio.html
http://sisnet.ssku.k12.ca.us/technology/portfolio.html
http://ftad.osu.edu/portfolio/
http://www.edtech.esc11.net/portfolios/types.html
http://www.teachnet.org/TNPI/research/growth/hom.htm
http://www.helenbarrett.com/ALI/index.html
http://www.kzoo.edu/pfolio/