

Introduction to the Portfolio

What is a professional portfolio?

A professional portfolio is a tool judiciously and carefully crafted to appropriately showcase the work of a professional 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, Melenzyer, 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's teacher preparation program, the portfolio you develop is an evolving structure that will help document growth over time. It promotes self-analysis and critical reflection 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 student 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 collection, selection and reflection. 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 or scrapbook is transformed into a potentially powerful document – your professional portfolio – representing a self-aware professional.

Collection

The first step in portfolio preparation is collection. You may well want to become a “pack rat”, collecting everything related to your work as a teacher. Other activities to collect include:

- Lesson plans
- Unit plans
- Journal reflections
- Curriculum materials
- Samples of peer, student, teacher, and supervisor feedback
- Field experience evaluation forms
- Samples of student work stemming from lessons you have taught
- Video & audio tapes
- Curriculum maps
- Photographs
- Papers &/or reviews of professional readings
- Administrator feedback
- Web addresses or links to sites you have developed
- Letters of commendation and appreciation
- Activities in professional organizations
- Attendance and presentations at conferences
- Certificates
- Newspaper articles
- Newsletter items
- Honors and awards
- Inspirational or general learning experiences
- Evidence of being a life-long learner
- Written reflections on the meaning of teaching

There is no need to organize your collection yet; just keep legible copies, and electronic versions of all artifacts where possible.

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

Selection

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

- 1) Guide the reader.
- 2) Explain the artifacts.
- 3) Consider variety and flexibility when selecting artifacts.
- 4) Include the minimum requirements for the portfolio.

1) Guide the reader.

Create a table of contents. You can use additional items in a paper portfolio such as notebook dividers or colored tabs. In either paper or electronic format the organization should lead the reader through your thinking. Please include an introductory statement explaining why the portfolio is organized the way it is, and what the viewer will experience going through it.

2) Explain the artifacts.

Locate all artifacts in the appendix; however, they will not stand on their own. Through detailed descriptions in Section III you will show the reader how each artifact illustrates the multiple competencies you have developed as a teacher. Include specific examples from the artifacts when you refer to them to draw out their unique features. Artifacts from each stage of the conceptual framework will demonstrate how you have grown in understanding over time.

3) 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, assessments from multiple sources, student work and other documents of your choosing will all show different aspects of your capabilities. Different types of lay-outs, the use of color, effective labels and organizing titles, charts, etc. will all help the reader appreciate your materials more.

4) Include the minimum requirements for the portfolio.

Requirements for the portfolio are found in the portfolio checklist. See the details in each section from I through V.

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.

**DEVELOPMENT CHECKLIST FOR PROFESSIONAL PORTFOLIO
(PRESERVICE)**

Candidate's first name	
Candidate's last name	
SSN	
Academic Year	
Semester	
Program Area (s)	

I. Portfolio Organization and Introduction (All elements required.)

	A	Document Format
	B	Title Page
	C	Introductory Statement
	C	Table of Contents
	D	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 Conceptual Framework).
	E	Use of College labeling system for alignment to professional standards

II. Professional Preparation (All elements required.)

	A	Statement of personal teaching philosophy
	B	Resume
	C	Graduate and undergraduate transcripts
	D	Professional Assessments score reports (PRAXIS I or equivalent scores on SAT or ACT, Praxis II, VCLA, and VRA where applicable)
	E	Listing of significant courses in academic program
	F	Letters of recommendation (3 – 5)
	G	Copies of all teaching certifications and licenses

III. Preservice Teaching Competencies (All elements required.)

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	Student-centered and/or differentiated instruction providing for special needs students 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	Fundamental concepts within each content specialty for which the candidate will be licensed
	F	Inquiry, critical thinking, and problem-based instruction within the various disciplines
	G	Engagement of students in studies of the nature of the respective disciplines

	H	Interdisciplinary curriculum
	I	Authentic learning experiences providing for connections to human values and endeavors as well as the personalities, needs, and interest of students
	J	Integration of technology and media resources for instruction, classroom organization, and student learning
	K	Classroom and behavior management strategies that support a positive learning environment
	L	Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning

IV. Commitment to the Profession (Pre-service Professional Development)

For each of the following indicators the candidate will provide evidence of growth and/or activity in:

	A	Professional dispositions, attributes, and habits of mind
	B	Academic/service honors and awards
	C	Volunteer experiences
	D	Personal interests, talents, and related skills used to shape instruction
	E	Professional education organizations, including local, state, and national levels
	F	Effective decision-making and instruction based on current research, field experiences, and self-reflection
	G	Understanding of the dynamics of the community, school cultures, and school curricula and its use to inform instruction
	H	Use of school/community resources
	I	Effective communication and collaboration with students, parents, and community members to support student learning
	J	Effective communication and collaboration with colleagues and administrators to support student learning and a positive learning environment

Summary Comments by Reviewer

Name of Reviewer	
Review Date	
Reviewer's Signature	
Position of Reviewer	

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. Portfolio Organization and Introduction: title page, table of contents, introductory statement, and 2-4 page discussion of your growth as a professional in terms of the conceptual framework/ professional development continuum (see attachment for copy of Conceptual Framework).

II. Professional Preparation: (All items listed in Section II)

III. Preservice Teaching Competencies: (All items listed in Section III)

- 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.
- Include the comprehensive matrix that summarizes the artifacts used to document your growth in competencies A-L. (See matrix template at the end of this document.)

IV. Commitment to the Profession:

- Per item, 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.

V. Appendix: This will consist of your collection of artifacts. The stages of candidate performance development are as follows:

- Field observations
- Practicum
- Tutoring/small group instruction
- Internship experience

Examples of artifacts are as follows:

- Sample lesson plans
- Sample instructional activities
- Sample student work stemming from lesson plans and instructional activities developed by teacher candidate

Section I: Portfolio Organization and Introduction

A. Document Format

Organization:

- Keep all portfolio materials in a 3-ring binder that is no larger than 3-inches at its spine.
- Use dividers to separate your portfolio into the following sections: Introduction, Professional Preparation, Teaching Competency, Commitment to the Profession, and Appendix.
- All items in the portfolio should be clearly labeled.
- Clearly label the outside of the binder with your name, social security number, program name, degree to which you are working towards, and anticipated graduation date.

B. Title Page

Begin this section with a title page that includes your name, address, telephone number, email address, social security number, program name, degree to which you are working towards, and anticipated graduation date. If your portfolio is also available on the web, list its address.

C. Table of Contents

Develop a list of the contents of your portfolio that is divided into four major sections.

D. Introductory Statement

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

E. Description of Conceptual Framework

Referencing the conceptual framework AND your own experiences in the program, write a 1-2 page discussion of your growth as a professional in terms of the conceptual framework (see attachment for copy of the Darden College of Education Conceptual Framework).

F. Use of College Labeling System for Alignment to Professional Standards

Each artifact in your portfolio should be clearly labeled at the top of the artifact according to its alignment with Section III Teaching Competencies (A – L). To do this, please code each artifact with a large A through L in the upper right corner of the first page (or on the upper right corner of labeling stickers for other media). As most artifacts will refer to multiple competencies, you will need to list all of these letters in the upper right corner of the first page.

Section II: Professional Preparation

Ensure that all copies included are professional in appearance; photocopies are acceptable.

Section III: 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 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 which will support the following standards-based competencies:

A. Student-centered and/or differentiated instruction providing for special needs students 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 students and those with exceptional learning needs.
- use their knowledge of student diversity to affirm and support full participation of all students.
- use a variety of approaches to instruction in diverse settings and with students 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. Fundamental concepts within each content specialty for which the candidate will be licensed.

Candidates provide evidence that they:

- know, understand, and use the central concepts, structures of content and tools of inquiry for students across the grades.
- know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate students and build understanding.

F. Inquiry, critical thinking, and problem-based instruction within the various disciplines.

Candidates provide evidence that they

- teach the basic concepts and skills of inquiry and communication as integral to all learning.
- cultivate skills in recognizing and solving problems.
- help students develop lifelong habits of critical thinking and judgment.

G. Engagement of students 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 students effectively in studies of the nature of science and conventions of scientific explanation.

H. Interdisciplinary curriculum

Candidates provide evidence that they:

- emphasize the interdisciplinary nature of knowledge while drawing upon the resources inherent in separate subjects.
- make connections across the disciplines.
- help students learn the power of multiple perspectives to understand complex issues.

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

Candidates provide evidence that they:

- encourage the application of knowledge, skills, tools, and ideas to real world issues.

- help students 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.

J. Integration of technology and media resources for instruction, classroom organization, and student 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 students become capable technology users through communication.
- develop the ability of the students to apply technological knowledge and skills
- select appropriate instructional technologies to effectively teach all student populations.

K. Evidence of classroom and behavior management strategies.

Candidates provide evidence that they:

- understand principles of effective classroom management.
- use a range of strategies to promote positive relationships, cooperation, conflict resolution, and purposeful learning in the classroom.
- create learning communities in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, and engage in purposeful learning activities.
- understand and use appropriate and effective interpersonal and small group communication techniques to create an effective learning environment.

L. 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 students' understanding and to monitor their own teaching effectiveness.
- use a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests.)

Section IV: Commitment to the Profession (Pre-service Professional Development)

It is paramount that teacher candidates recognize the magnitude of the responsibility inherent within the teaching profession, and demonstrate the highest ideals of professional service. The desire to provide high quality educational services, promote professional standards, and to improve continually as an educator communicates a commitment to the teaching profession. Therefore, it is essential that teacher candidates provide evidence of the following competencies:

A. Professional dispositions, attributes, and habits of mind

Candidates should demonstrate the dispositions and attitudes of the professional educator.

B. Academic/service honors and awards

In this section, provide evidence of any honors and awards related to your academic experiences and/or teaching career.

C. Volunteer experiences

Provide evidence of any service and/or volunteer experiences related to your preservice teaching.

D. Personal interests, talents, and related skills used to shape instruction

Realizing that one's personal interests and talents can serve as a valuable resource in the classroom, provide evidence of those that can be especially helpful in your teaching.

E. Professional education organizations, including local, state, and national levels

Candidates should provide evidence of participation in professional organizations (e.g., National Council of Teachers of Mathematics, Student Virginia Education Association, National Science Council) that unites members of the profession, and provides opportunities for growth.

F. Effective decision-making and instruction based on current research, field experiences, and self-reflection

Candidates should provide evidence of effective decision-making and instruction. For example, a myriad of field experiences can aid teacher candidates in the decision making process and assist them as they develop their confidence as an emerging professional.

G. Understanding of the dynamics of the community, school cultures, and school curricula and its use to inform instruction

Candidates should provide evidence that they understand how the dynamics of the surrounding community, various school cultures and school curricula do and should inform instruction. Evidence that supports the teacher candidate's understanding of these dynamics is required.

H. Use of school/community resources

Candidates should provide evidence that they know how to access and effectively utilize resources in the school and from the community in order to construct effective educational experiences for their students.

I. Effective communication and collaboration with students, parents, and community members to support student learning

Candidates should provide evidence that they are able to establish community partnerships that support cooperative ventures and reflects a commitment to the profession. The ability to establish relationships and become socially attuned to the needs of students, parents and community members, forms new vistas and aids in teacher development and awareness of resources available.

J. Effective communication and collaboration with colleagues and administrators to support student learning and a positive learning environment

Candidates should provide evidence that they can effectively communicate and collaborate with other education professionals like colleagues and administrators for the purpose of supporting student learning and a positive learning environment.

Section V: 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 2-4 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 from different stages of your preparation as defined by the conceptual framework to show your growth as a professional educator. For example, a lesson plan from an earlier stage of the conceptual framework might show only a limited understanding of assessment methods, whereas a lesson plan from a later stage would demonstrate an ability to create and use multiple assessment strategies.

Artifacts

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

Required (minimum)	Optional
2 Lesson plans	Video & audio tapes
1 Unit plan	Curriculum maps
Journals	Photographs
Samples of curriculum materials you have developed	Papers &/or Reviews of professional readings
Samples of peer, student, 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	Web addresses of sites you have developed
Samples of student 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
- Use plastic sleeves to store artifacts that might fall out of your binder during transport.
- Remove from artifacts all reference to K-12 school names. Use aliases if necessary.
- Remove from artifacts all references to K-12 student and teacher names. Use aliases if necessary.

Attachments to Guidelines

- Darden College of Education Conceptual Framework
- Matrix template for aligning teaching competencies with artifacts

Competency/Artifact Matrix Template

Competency	Artifact									
	1	2	3	4	5	6	7	8	9	10
A	X				X		X			
B		X		X						
C			X		X	X				
D	X									X
E				X				X		X
F						X			X	
G		X		X				X		
H								X	X	X
I	X	X					X			
J		X	X		X					
K					X	X	X	X		
L		X	X						X	

Place an x in a square for each artifact that illustrates a particular competency.

TEACHER CANDIDATE PORTFOLIO EVALUATION FORM

Candidate Name _____

UIN _____ SSN _____

University Supervisor Name _____

Clinical Faculty Name _____

Semester of Student Teaching ___ Fall ___ Spring Year of Student Teaching _____

Program Status _____

Area Seeking Licensure/Endorsement _____

I. Portfolio Organization and Introduction:

Scale: 3 = Meets Standard 2 = Needs Improvement 1 = Unacceptable

1. Document Format, Table of Contents, Use of College labeling system for alignment to professional standards	3	2	1
2. Title page is complete with all required information	3	2	1
3. Introductory statement fully addresses section III Professional pre-teaching competencies and section IV Commitment to the profession competencies	3	2	1
4. 2-4 page Statement of growth in the profession, written in a complete and cohesive manner, address conceptual framework	3	2	1
5. All written statements are free of spelling and/or grammatical errors	3	2	1
OVERALL SECTION RATING			

Comments and Recommendations:

II. Professional Preparation:

Scale: 3 = Meets Standard 2 = Needs Improvement 1 = Unacceptable

1. Provided a statement of personal teaching philosophy	3	2	1
2. Provided a current resume	3	2	1
3. Provided graduate and undergraduate transcripts	3	2	1
4. Provided PRAXIS examination scores (PRAXIS I and II)	3	2	1
5. Provided listing of significant courses in academic program	3	2	1
6. Provided letters of recommendation	3	2	1
7. Provided copies of all teaching certificates and licenses	3	2	1
OVERALL SECTION RATING			
Comments and Recommendations:			

III. Pre-service Teaching Competencies: (artifacts must be attached to meet standards)

Scale: 3 = Meets Standard 2 = Needs Improvement 1 = Unacceptable

1. Student-centered and/or differentiated instruction providing for special needs students and individual learner needs	3	2	1
2. Instructional and curricular adaptations for multicultural, ethnic, socio-economic and linguistic diversity and gender equity	3	2	1
3. Developmentally appropriate instruction	3	2	1
4. Standards-based instruction	3	2	1
5. Fundamental concepts within each content specialty for which the candidate will be licensed	3	2	1
6. Inquiry, critical thinking and problem-based instruction with the various disciplines	3	2	1
7. Engagement of students in studies of the nature of the respective disciplines	3	2	1
8. Interdisciplinary curriculum	3	2	1
9. Authentic learning experiences providing for	3	2	1

connections to human values and endeavors as well as the personalities, needs and interests of the students			
10. Integration of technology and media resources for instruction, classroom organization and student learning	3	2	1
11. Classroom and behavior management strategies that support a positive learning environment	3	2	1
12. Various formal and informal methods of assessment and evaluation of learners utilized to inform instruction and learning	3	2	1
OVERALL SECTION RATING			
Comments and Recommendations:			

IV. Commitment to the Profession (Pre-service Professional Development):
(artifacts must be attached to meet standards)

Scale: 3 = Meets Standard 2 = Needs Improvement 1 = Unacceptable

1. Professional dispositions, attributes and habits of mind	3	2	1
2. Academic/service honors and awards	3	2	1
3. Volunteer experiences	3	2	1
4. Personal interests, talents and related skills used to shape instruction	3	2	1
5. Professional education organizations, including local, state and national levels	3	2	1
6. Effective decision-making and instruction based on current research, field experiences and self-reflection	3	2	1
7. Understanding of the dynamics of the community, school cultures and school curricula and its use to inform instruction	3	2	1
8. Use of school/community resources	3	2	1
9. Effective communication and collaboration with students, parents and community members to support student learning	3	2	1

10. Effective communication and collaboration with colleagues and administrators to support student learning and a positive learning environment	3	2	1
OVERALL SECTION RATING			
Comments and Recommendations:			

Teacher Candidate Portfolio Rubric

	Meets Standards (2 pts)	Needs Improvement (1 pt)	Unacceptable
Portfolio Organization and Introduction (1, 10%)	<p>Title page is complete with all required information; Introductory statement fully addresses section III Professional pre-teaching competencies and section IV Commitment to the profession competencies; and statement regarding growth in the profession 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.</p>	<p>Title page is partially complete (has more than four of the required elements); Introductory statement addresses more than half of the professional pre-teaching and commitment to the profession competencies; and the statement regarding growth in the profession is incomplete. 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.</p>	<p>Title page is incomplete complete (has less than four of the required elements); Introductory statement addresses less than half of the professional pre-teaching and commitment to the profession competencies; 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..</p>
Professional Preparation Attachments/Information (1, 10%)	<p>All attachments included for Resume, Transcripts, Test Scores, Certifications, and Letters of Recommendations.</p>	<p>More than half of the required professional attachments are provided.</p>	<p>Less than half of the required professional attachments are provided.</p>

<p>Professional Preparation Writings (2, 20%)</p>	<p>Introductory statement and growth statement address designated sections and competencies as identified in the student teacher handbook in a cohesive manner; Resume is limited to 1-2 pages, contains personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities. Reference data is presented in a well organized manner with consistent formatting, There are no spelling/grammar errors.</p>	<p>Introductory statement and growth statement partially address designated sections and competencies as identified in the student teacher handbook in a cohesive manner; Resume is limited to 1-2 pages, contains partial personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities. Reference data is presented, There are less than three spelling/grammar errors.</p>	<p>Introductory statement and growth statement do not address designated sections and competencies as identified in the student teacher handbook in a cohesive manner; Resume is limited to 1-2 pages, contains and contains less than half of the required personal contact information, educational history, work experience, licensure information, professional membership, and extra-curricular activities. Reference data is not presented. There are more than three spelling/grammar errors.</p>
<p>Pre-Service Teaching Competencies (3, 30%)</p>	<p>Teacher candidates attached 2-4 artifacts for each competency area (A-L).</p>	<p>Teacher candidates only provided artifacts for 9 competencies out of 12 (A-L).</p>	<p>Teacher candidate provided artifacts for less than 9 competencies (A-L).</p>
<p>Commitment to the Profession Competencies (3, 30%)</p>	<p>Teacher candidates include 2-4 artifacts for each competency area (A-J).</p>	<p>Teacher candidates only provided artifacts for 7 out of 10 competencies (A-J).</p>	<p>Teacher candidates only provided artifacts for less than 7 competencies (A-J).</p>