

Teacher Education Developmental Program Portfolio Framework for Organization

Cover page (name, major, semester, year) (include cover also on exterior of notebook if possible; sheet protectors are suggested for all pages, with tabs that extend beyond the sheet protectors and actually serve as index guides)

Table of Contents

Resume (see format provided by Career Center)

Statements of Philosophy (no more than 1 page, double-spaced)

- Submit statement written in EDU 205/206
- Submit revised statement developed during final semester of program

Documentation of program principles across preparation

Each semester, as indicated on *Developmental Program Portfolio Construction Sequence*, submit Artifact Cover Sheets and Artifacts

Culminating Reflection (no more than 2 pages, double-spaced; see instructions below)

Culminating Reflection on Teacher Growth and Development During the Teacher Preparation Experience

Directions:

Carefully review your finished developmental program portfolio. As you write this final reflection, be sure to focus on the **process itself of your development over the course of your teacher preparation**, as well as the **products**. Consider your professional growth and development over the course of your program development and completion experiences. Reflect in written format on where you were as you began your pre-service experience and where you have come as a result of your coursework, field experiences, semester construction of your developmental program portfolio and clinical practice/student teaching experiences. As a result of your experiences, how have your career goals changed over the course of this program? What have you learned about yourself as you took responsibility for your own professional growth and development? **And finally, were you successful in achieving the professional teaching goals you set for yourself? How has your philosophy of education changed?**

Developmental Program Portfolio Construction Sequence

Pre-Professional Stage Sophomore Year	Professional Stage Fall Junior Year *	Professional Stage Spring Junior Year *	Completion Stage Fall Senior Year *	Completion Stage Spring Senior Year *	Completion Stage Spring Senior Year
Key Assessments EDU 205/206 (<i>Statement of Philosophy</i>)	Key Assessments Curriculum and Methods course	Key Assessments Curriculum and Methods Course Major Content Specific Courses	Key Assessments PSY 423, EDU 405, EDU 495, EDU 488, EDU 489 Major Content Specific Courses	Key Assessments PSY 424, EDU 495, EDU 499	Culminating Reflection of Professional Preparation
1 principle Cover Sheet & Artifact	2 principles Cover Sheets & Artifacts	2 principles Cover Sheets & Artifacts	3 principles Cover Sheets & Artifacts	2 principles Cover Sheets & Artifacts	Culminating Reflection evaluated by College Supervisor and Advisor using Culminating Reflection Rubric
Cover sheet and artifact evaluated by Course Professors using Portfolio Rubric	Cover sheets and artifacts evaluated by Course Professors using Portfolio Rubric	Cover sheets and artifacts evaluated by Course Professors using Portfolio Rubric	Cover sheets and artifacts evaluated by College Supervisor using Portfolio Rubric	Cover sheets and artifacts evaluated by College Supervisor using Portfolio Rubric	

*** Candidate must have addressed the following items in his/her portfolio:**

- evidence impact on P-12 student learning; opportunities to demonstrate impact on student learning exist across these stages
- evidence of working with diverse student populations
 - artifact and coversheet from EDU 495 (to be scored by course professor)
 - artifact and coversheet from PSY 423 or PSY 424

Scoring of Culminating Reflection is to be done by college supervisor and advisor. If this is the same person, another faculty member will be asked to do the second scoring.