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Overview

The WSU Teacher Education Program

Teacher education at the undergraduate level in the College of Education is a five-stage program beginning with an introduction to teaching and concluding with reflections on a semester-long student teaching experience. The program includes coursework, varied experiences in K-12 schools and the ongoing development of a professional portfolio in which students are asked to record, integrate, and reflect on their preservice experiences in the program.

The teacher education faculty believe that the most important purpose of education is the acquisition of knowledge, skills, and values that enable students to function as responsible and productive members of a democratic, multicultural and technological society. Further, this faculty sees teachers as professional, nurturing instructors/managers who are knowledgeable of, and sensitive to, the needs of learners.

It is the faculty's intent, through intensive academic and field experiences (combined with systematic student reflection), to produce effective, informed, and reflective teachers capable of independent practice and continued professional growth.

The Block Concept

A graphic describing the four-year program for teacher education at Wichita State University includes the belief statement and theme of our teacher education program. Also depicted is the general outline which includes general education, preprofessional block, professional education courses, field experiences, electives, major, prestudent teaching, and student teaching. Checkpoints for assessing whether students can continue in the program are also identified. Importantly, the thread running through the program represents the professional portfolio, which is the vehicle that enables both faculty and students to integrate the life skills and knowledge they bring with them with the knowledge, skills and values learned within the courses and field experiences throughout the program.

The Professional Portfolio

The primary purpose of the portfolio developed during the teacher education program at WSU is to integrate and interrelate knowledge and skills learned in each of the Block courses, the students' major coursework, program electives, and other professional experiences. Second, it will allow students to validate their coursework, early field experiences, prestudent teaching experiences, and student teaching by showing the approximation and eventual achievement of the 14 program goals. Throughout the program, this will necessitate collecting documents of various kinds, selecting specific items on which to reflect, and showing continued development. This portfolio is cumulative in nature (i.e., it shows evidence of the goals that have been approximated or achieved to a specific point). Students will receive feedback at the end of each semester. A final evaluation takes place during the last 3 weeks of student teaching.
Belief Statement

The most important purpose of schooling is the development of knowledge, skills, and values that enable the functioning of students as responsible and productive members of a democratic, multicultural and technological society.

Theme

The teacher is a nurturing, professional instructor/manager who is knowledgeable of, and sensitive to, the needs of the learner.
Program Goals

WSU’s teacher education program has been designed to produce beginning teachers who can demonstrate certain knowledge and skills within the general theme of a professional, nurturing instructor/manager who is both knowledgeable of the discipline(s) and sensitive to the needs of the learner. The teacher education faculty has identified specific goal statements as targets for the professional, instructor, and manager roles that classroom teachers are expected to demonstrate. During the Spring of 1995, the Teacher Education Faculty revised these goals to read as follows:

Professionalism Goals
The graduate will
1. display the behaviors of a reflective professional practitioner who seeks opportunities to grow professionally.
2. foster collegial relationships with others (e.g., school personnel, parents, and agencies in the larger community) as an advocate for students' learning and well being.
3. understand and apply legal and ethical concepts related to professional conduct.
4. compile and maintain important educational information in order to share with the school and community.

Instructor Goals
In planning and implementing instruction, the graduate will
1. understand and apply major developmental principles and theories.
2. assess prior knowledge, skills, attitudes, and beliefs of diverse student populations.
3. use appropriate instructional techniques for a variety of learning styles, modalities, and intelligences.
4. use a knowledge of historical, philosophical, social, and cultural factors.
5. integrate curriculum effectively.
6. select, use, and evaluate a variety of appropriate instructional approaches, formats, materials, and technologies.
7. assess student progress using formal and informal assessment strategies to ensure (a) the continuous intellectual, emotional, social, and physical development of the learner, and (b) the achievement of specified outcomes.
8. demonstrate knowledge of the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and makes these aspects of subject matter meaningful to students.

Manager Goals
In managing the educational environment and experiences, the graduate will
1. evaluate and implement developmentally, culturally, and ethically appropriate classroom management strategies.
2. plan, implement, and sustain a responsive learning environment.

Prospective graduates of this teacher education program will be expected to document their expertise as professional instructors and managers during the final evaluation with their professional (or exit) portfolio.
The Role of Portfolios in a Teacher Education Program

Classroom teachers must make many decisions on a daily basis. Consciousness of attitudes, skills, knowledge, values and understandings enables teachers to improve those decisions. The portfolio will provide students with a personal tool for integrating and reflecting upon the knowledge, skills and values learned in coursework and field experiences. It is a mechanism to assist students in the melding of the theories and practices of teaching and learning. Students' portfolios will demonstrate their growth as teachers and establish foundations for goal setting and reflection.

Students in the teacher education program will develop a professional portfolio, documenting their progress toward becoming instructors and managers. This portfolio will provide the basis for assessing progress in, and successful completion of, the teacher education program. The portfolio will always be students' property and responsibility, except for a designated time when faculty may ask them to submit it for evaluation.

Portfolios will be evaluated four times during the course of the teacher education program. Formative evaluations will be given during Block I, Block II, and Block III to provide feedback; and a final, summative evaluation will take place during the student teaching semester (Block IV). A satisfactory rating of the portfolio for each formative evaluation is a condition for advancing to the next block in the program; a satisfactory rating for the final, summative evaluation is a condition for passing the Senior Seminar and being recommended for certification through this program.

As faculty review and discuss the portfolio with students, they will provide written evaluations to be filed in the office of the Associate Dean for Teacher Education.

Portfolio Contents

Every portfolio MUST contain the following items:

Cover Letter
A written statement by the student, in the form of a cover letter which describes the contents of the portfolio and how these contents demonstrate the student's achievement of the professional, nurturing instructor manager goal statements.

Philosophy of Education Statement
A written philosophy of education statement should be included in the portfolio.

A List of Relevant Courses
A list of relevant courses (course number, title, credit hours) successfully completed. For each course, the student must specify the goal(s) to which the course relates.

Teaching Evaluations and/or Critiques of Field Experiences (not required in Block I)
Evaluations and/or critiques of the student's field experiences by the cooperating teacher(s) and supervisor(s). Student’s critical reflections on these experiences may be addressed in a caption or attached as a separate document.
Self-Selected Entries

Self-selected entries should demonstrate and document sustained effort and reflection in the form of a substantial project involving extended development and a reflection of the project explaining its development and its relevance to the student's professional growth. Some potential examples are provided, though these are not exhaustive nor prescriptive.

A caption statement, including the following, should be attached to each entry: (a) **Date** (date entry/project was initially completed and the last date of revision or update.); (b) **Description** of the effort (an explanation of the entry (including its learning context). (c) **Connection to Program Goals** (The relationship to the conceptual framework of the program (e.g., the professional, instructor, and/or manager goals). Which professional, instructor, or manager goal or goals does the entry address or meet?, and (d) **Reflection** about the entry (a discussion of how the entry is relevant to continued professional growth. This discussion should include critical reflection about continuing to employ (i.e., broaden, strengthen, develop) information in this entry for professional growth.

For the final portfolio (Block IV), the self-selected entries should include evidence in support of students' claims that they have successfully achieved the competencies specified in all 14 professional, instructor, and manager goal statements. The exact nature of these contents will be determined by the students.

Description and Types of Self-Selected Entries

These entries may be generated as part of the students' courses and field experiences (including student teaching), or they may be created specifically for the portfolio. The following are examples of materials that might be included:

1. Research paper or tape recording of a panel discussion of a current educational issue.
2. Audiovisual or other instructional materials (e.g., as in CESP 433) developed and used by the student.
3. Observations and critiques of schools and teachers.
4. Case study of a class or individual student.
5. Case study of special learner(s) or lesson plans showing provisions for the learner in a heterogeneous classroom.
6. Video or audio tapes of the student's interactions with students and/or parents.
7. Critiques or responses from colleagues, administrators, parents, or students.
8. An annotated bibliography of readings completed during the program.
9. Lesson plans used and/or assessment instruments developed with critiques.
10. A statement of plans for continued professional development.
11. Data on teaching effectiveness (e.g., student evaluations or district teacher evaluations).
12. A critique and modification of a teaching unit.
13. A record and critique of innovative methods initiated (e.g., cooperative learning introduced into a traditional classroom).
14. A checksheet or other record-keeping device developed by the student to assess individual learners' progress toward instructional goals.
15. Other examples outside of preprofessional education classes (e.g., scoutmaster, swim teacher, band camp, private tutoring, cooperative education experiences, day care experience, household management) may also provide relevant and appropriate entries.
Portfolio Assessment Guidelines

Portfolio entries will be presented and assessed as outlined below. Modifications may be made on the recommendation of teacher education faculty. However, the modification must be given, in writing, to students at the beginning of the third week of classes during the semester affected by the modification.

Caption

All self-selected entries must have a caption. Follow the format below:

**Date:** Date entry/project was initially completed and the last date of revision or update.

**Description:** An explanation of the entry (including its learning context).

**Connection to Program Goals:** The relationship to the conceptual framework of the program (e.g., the professional, instructor, and/or manager goals).

**Reflection:** A discussion of how the entry is relevant to continued professional growth. This discussion should include critical reflection about continuing to employ (i.e., broaden, strengthen, develop) information in this entry for professional growth.

Portfolio Assessment

Assessment of portfolios will take place toward the end of each semester. **Students must arrange to meet with their individual Faculty Advisors to exhibit their portfolios and receive formative and/or summative feedback before the end of each semester.**

The portfolio should document a student's growth and professional competence as a professional, nurturing instructor/manager. A portfolio should provide a unique picture of how each student's experiences and reflections on those experiences contributed to growth and competence. To earn a satisfactory portfolio evaluation rating, the portfolio must be considered acceptable in terms of content and quality.

Portfolio Contents

Consistent with the desire to personalize portfolios, there are few required components. In order to receive a satisfactory rating on the portfolio evaluation, however, ALL of the required portfolio components MUST be present. Required elements vary by Block.

Portfolio Quality

From their best or most representative work that students offer as evidence of their growth and competence as a nurturing, professional instructor-manager, the following will serve as guidelines for evaluating portfolio quality:

1. Connection made to the program goals;
2. Writing mechanics which are relatively free from error;
3. A relatively clear and easy-to-use organizational structure.
Portfolio Requirements by Block

Preprofessional Block

During the Preprofessional Block, students will work on several potential entries for the portfolio. However, no assessment of portfolios will take place.

Block One

Students are responsible for beginning their portfolio during Block I and making an appointment with their advisor 2-3 weeks before the end of the semester. The evaluation form for Block I is included in this handbook. Required elements include

- Cover Letter
- Philosophy of Education Statement
- List of Relevant Courses
- 1-3 Self-selected Entries (each with a caption)

The self-selected entries provide an opportunity to demonstrate approximation of goals associated with the effects of culture, society, and environment on students and families.

Block Two

Students will update their portfolio during Block II. Students are responsible for setting up an appointment with their portfolio advisor for its evaluation near the end of the semester. The evaluation form for Block II is included in this handbook. Required elements include

- Cover Letter
- Philosophy of Education Statement
- List of Relevant Courses
- Teaching Evaluations (with critical reflections)
- 2-4 Self-selected Entries (each with a caption)

The self-selected entries at this time provide an opportunity to demonstrate approximation and/or accomplishment of goals associated with (a) the effects of culture, society, and environment on students and families, and (b) learning, evaluation, curriculum, instruction, management, and technology.

Block Three (Portfolio submission not required)

During the semester prior to student teaching (Block Three), students will be responsible for setting up an appointment with their portfolio advisors (secondary and K-12 students meet with their subject area advisor) to begin the process of preparing for their final, summative portfolio evaluations during Block Four. Students and advisors should discuss (a) the selection process for the four to six entries required for the final (exit) portfolio, (b) the criteria for earning a satisfactory rating for the evaluation, and (c) the students' option to include a third party in the final Block IV evaluation process.
The collection of self-selected entries at this time, although not required for presentation, will have been expanded to provide an opportunity to demonstrate approximation and/or accomplishment of goals associated with (a) the effects of culture, society, and environment on students and families, (b) learning, evaluation, curriculum, instruction, management, and technology, and (c) methods and preservice teaching experiences.

**Block Four**

In the final four weeks of the student teaching semester (Block Four), students will be responsible for scheduling a final portfolio evaluation conference with their advisor. The final portfolio evaluation form for Block IV is included in this handbook. Required elements include:

- Cover Letter
- Philosophy of Education Statement
- List of Relevant Courses
- Teaching Evaluations (with critical reflections)
- 4-6 Self-selected Entries (each with a caption)

The students and their advisors are encouraged (but not required) to involve a third party in this final evaluation. This third person should NOT be a faculty member who teaches regularly in the undergraduate teacher education program. A list of possible choices might include:

1. A practicing (cooperating) teacher with whom the student has worked
2. A school administrator.
3. A WSU faculty member from outside the College of Education
4. The student's student teaching supervisor, only if she or he doesn't regularly teach in the undergraduate teacher education program.

In the final or exit portfolio conference, students are to discuss four to six entries from their portfolio which they perceive to document effectively their competencies as professional, nurturing instructors and managers. Portfolios will be evaluated for content and for quality.

A satisfactory rating is required for graduation from the teacher education program. At the conclusion of the conference, advisors are responsible for completing the Final Portfolio Evaluation Form and submitting it to the Chair of the department of Curriculum and Instruction. If the portfolio is not judged satisfactory, advisors are responsible for working with the students to develop a plan for revising the portfolio.

The procedural steps for the final evaluation of the professional portfolio during Block 4 will be as follows:

1. Student schedules the date, time, and place for the final evaluation with the advisor and, if appropriate, with the third participant.
2. It is the student's responsibility to deliver the final or exit portfolio to the advisor at least one week in advance of the scheduled conference. Failure to provide the advisor with the portfolio prior to the conference may result in postponement of the conference.

3. During the final portfolio evaluation conference, the contents will be examined to determine if all required components are present and to determine if all the professionalism/instructor/manager goals have been met.

4. If the portfolio receives a satisfactory rating, the advisor forwards a copy of the completed Final Portfolio Evaluation Form to the Associate Dean of Teacher Education.

5. If the portfolio is not satisfactory, the advisor (and third party, if appropriate) and the student will develop a plan for revision.
The portfolio should document a student’s growth and professional competence as a professional, nurturing instructor/manager. A portfolio should provide a unique picture of how each student's experiences and reflections on those experiences contributed to growth and competence. To earn a satisfactory Block I portfolio evaluation rating, the portfolio must be considered acceptable in terms of content and quality.

Portfolio Contents

Consistent with the desire to personalize portfolios, there are few required components. In order to receive a satisfactory Block I portfolio evaluation rating on the portfolio contents, however, ALL of the following required portfolio components MUST be present:

_____ Cover letter. The key functions of the cover letter are as follows:
The cover letter should:
1. Describe the contents of the portfolio.
2. Describe how the portfolio contents demonstrate the student's growth and competence as a reflective and nurturing, professional instructor and manager.
Comments:

_____ Philosophy of education statement
Comments:

_____ A list of relevant courses. This list should include:
1. Course numbers, credit hours, and course titles*.
2. For each course, the student must also specify the program goal(s) to which the course relates.
   *Grades are optional.
Comments:

_____ A collection of 1-3 selected entries (each with a caption). Each portfolio entry must:
1. Demonstrate sustained effort and reflection by the student.
2. Document the student's growth and/or competence with regard to specific professionalism, instructor, and/or manager goals.
Comments:
Block I Professional Portfolio Evaluation Form (Cont'd.)

Portfolio Quality

Students are to select a limited number of portfolio entries (1-3), their best or most representative work, to offer as evidence of their growth and competence as a nurturing, professional instructor-manager. A satisfactory rating for each portfolio entry is required. Evaluators should use the following scale to rate the quality of each entry:

0 = Quality of entry is not adequate
1 = Satisfactory Quality
   Characteristics of Satisfactory:
   All required elements
   Connection to the program goals
   Writing mechanics relatively free from error
   Relatively easy-to-use organization
2 = High Quality
   Characteristics of High Quality:
   All required elements
   Clear connections to program goals
   Organizational structure that is clear and easy to use
   Writing mechanics free from errors
   Connections to student’s plans for future professional development
   Evidence of student’s strengths as a classroom teacher
   Critical reflections about teaching, learning, and schools

______ Portfolio Entry #1 -- Description/Title_______________________________________ Date _________
Comments:

______ Portfolio Entry #2 -- Description/Title_______________________________________ Date _________
Comments:

______ Portfolio Entry #3 -- Description/Title_______________________________________ Date _________
Comments:

I consider this portfolio to be  _______________Satisfactory _____________Unsatisfactory

Signature of Portfolio Advisor __________________________________  Date ____________________
Signature of Student __________________________________  Date ____________________

The Portfolio Advisor must fill out this form, sign it (along with the Advisee). It must then be turned into the office for the Associate Dean for Teacher Education (107 Corbin) before the last day of classes.
Block II Professional Portfolio Evaluation Form

Teacher Candidate: ____________________________ Date: __________________________

The portfolio should document a student’s growth and professional competence as a professional, nurturing instructor/manager. A portfolio should provide a unique picture of how each student’s experiences and reflections on those experiences contributed to growth and competence. To earn a satisfactory Block II portfolio evaluation rating, the portfolio must be considered acceptable in terms of content and quality.

Portfolio Contents
Consistent with the desire to personalize portfolios, there are few required components. In order to receive a satisfactory Block II portfolio evaluation rating on the portfolio contents, however, ALL of the following required portfolio components MUST be present:

_____ Cover letter. The key functions of the cover letter are as follows:
   The cover letter should:
   1. Describe the contents of the portfolio.
   2. Describe how the portfolio contents demonstrate the student's growth and competence as a reflective and nurturing, professional instructor and manager.
   Comments:

_____ Philosophy of education statement
   Comments:

_____ A list of relevant courses. This list should include:
   1. Course numbers, credit hours, and course titles*.
   2. For each course, the student must also specify the program goal(s) to which the course relates.
   *Grades are optional.
   Comments:

_____ Evaluations and/or critiques of the student's field experiences by the cooperating teacher(s) and supervisor(s).
   Critical reflections on these field experiences and critiques may be attached as a separate document or may be included in the portfolio's cover letter.
   Comments:

_____ A collection of 2-4 selected entries (each with a caption). Each portfolio entry must:
   1. Demonstrate sustained effort and reflection by the student.
   2. Document the student's growth and/or competence with regard to specific professionalism, instructor, and/or manager goals.
   Comments:
Portfolio Quality

Students are to select a limited number of portfolio entries (2-4), their best or most representative work, to offer as evidence of their growth and competence as a nurturing, professional instructor-manager. A satisfactory rating for each portfolio entry is required. Evaluators should use the following scale to rate the quality of each entry:

0 = Quality of entry is not adequate
1 = Satisfactory Quality
   Characteristics of Satisfactory:
   - All required elements
   - Connection to the program goals
   - Writing mechanics relatively free from error
   - Relatively easy-to-use organization
2 = High Quality
   Characteristics of High Quality:
   - Clear connections to program goals
   - Organizational structure that is clear and easy to use
   - Writing mechanics free from errors
   - Connections to student’s plans for future professional development
   - Evidence of student’s strengths as a classroom teacher
   - Critical reflections about teaching, learning, and schools

_____ Portfolio Entry #1 -- Description/Title _____________________________________ Date ____________
   Comments:

_____ Portfolio Entry #2 -- Description/Title _____________________________________ Date ____________
   Comments:

_____ Portfolio Entry #3 -- Description/Title _____________________________________ Date ____________
   Comments:

_____ Portfolio Entry #4 -- Description/Title _____________________________________ Date ____________
   Comments:

I consider this portfolio to be ___________ Satisfactory ___________ Unsatisfactory

Signature of Portfolio Advisor ________________________ Date ____________________

Signature of Student ________________________ Date ____________________

The Portfolio Advisor must fill out this form, sign it (along with the Advisee). It must then be turned into the office for the Associate Dean for Teacher Education (107 Corbin) before the last day of classes.
Block III  Professional Portfolio Feedback Form

Teacher Candidate _________________________________________ Date ___________

The Block III Portfolio conference is intended to be a portfolio planning session for the student and advisor. The student and advisor should discuss the selection of 4-6 self-selected activities for the final evaluation of the portfolio and the criteria for earning a satisfactory rating. The advisor should explain the student’s option of including a third party in the evaluation of the portfolio.

It is the student’s responsibility to initiate the arrangements for this meeting, sometime before December 1 or May 1 of the student’s Block III semester.

The following checklist should be completed during the meeting between the student and advisor. The advisor should make and give a copy to the student (if requested) and submit the original to the Office for the Associate Dean for Teacher Education (107 Corbin) for filing.

Until this form has been completed, signed, and received (placed on file in 107 Corbin), a student teaching placement cannot be issued to the student. Forms are due in the Associate Dean for Teacher Education’s office (107 Corbin) by December 1 or May 1 of Block III.

Please check [v] each line below to indicate that each topic was discussed and understood.

___________ Student and portfolio advisor have met.

___________ Student and portfolio advisor have discussed the selection of 4-6 entries for the final portfolio.

___________ Student and portfolio advisor have discussed the criteria for earning a satisfactory rating on the final portfolio.

___________ Student and portfolio advisor have discussed the option of a third party evaluator at the final evaluation.

Signature of Portfolio Advisor ________________________ Date ________________

Signature of Student ________________________ Date ________________

The Portfolio Advisor must fill out this form, sign it (along with the Advisee). It must then be turned into the office for the Associate Dean for Teacher Education (107 Corbin) on or before December 1 or May 1 of Block III.
Block IV Final or Exit Professional Portfolio Evaluation Form

Teacher Candidate: ______________________________  Date: ___________________________

The purpose for the portfolio and for the final portfolio evaluation is to document a student's growth and professional competence as a nurturing, professional instructor-manager. A portfolio should provide a unique picture of how each student's experiences and reflections on those experiences contributed to growth and competence. To earn a satisfactory final portfolio evaluation rating, the portfolio must be considered acceptable in terms of content and quality.

Portfolio Contents

Consistent with the desire to personalize portfolios, there are few required components. In order to receive a satisfactory final portfolio evaluation rating on the portfolio contents, however, ALL of the following required portfolio components (see page 7) MUST be present:

______ Cover letter. The key functions of the cover letter are as follows:
The cover letter should:
1. Describe the contents of the portfolio.
2. Describe how the portfolio contents demonstrate the student's growth and competence as a reflective and nurturing, professional instructor and manager.
Comments:

______ Philosophy of education statement (Short Essay).
Comments:

______ A list of relevant courses. This list should include:
1. Course numbers, credit hours, and course titles*.
2. For each course, the student must also specify the goal(s) to which the course relates.
   *Grades are optional.
Comments:

______ Evaluations and/or critiques of the student's field experiences by the cooperating teacher(s) and supervisor(s).
   _____ Critical reflections on these field experiences and critiques may be attached as a separate document or may be included in the portfolio's cover letter.
Comments:

______ A collection of 4-6 selected entries (each with a caption). Each portfolio entry must:
1. Demonstrate sustained effort and reflection by the student.
2. Document the student's growth and/or competence with regard to specific professionalism, instructor, and/or manager goals.
Comments:
**Block IV Final or Exit Professional Portfolio Evaluation Form (Cont’d.)**

**Portfolio Quality**

Students are to select a limited number of portfolio entries (4-6), their best or most representative work, to offer as evidence of their growth and competence as a nurturing, professional instructor-manager. A satisfactory rating for each portfolio entry is required. Evaluators should use the following scale to rate the quality of each entry:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
<th>Goal(s)</th>
<th>Entry No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Quality of entry is not adequate</td>
<td>P1</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Satisfactory Quality</td>
<td>P2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characteristics of Satisfactory Quality</td>
<td>P3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All required elements</td>
<td>P4</td>
<td></td>
</tr>
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<td></td>
<td>Connection to program goals</td>
<td>P5</td>
<td></td>
</tr>
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<td></td>
<td>Writing mechanics relatively free from error</td>
<td>P6</td>
<td></td>
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<tr>
<td></td>
<td>Relatively easy to use organization</td>
<td>P7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>High Quality</td>
<td>I1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Characteristics of High Quality</td>
<td>I2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>All required elements</td>
<td>I3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Clear connection to the program goals</td>
<td>I4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organizational structure that is clear and easy to use</td>
<td>I5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing mechanics free from errors</td>
<td>I6</td>
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<td></td>
<td>Connections to student’s plans for future professional development</td>
<td>I7</td>
<td></td>
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<td></td>
<td>Evidence of student’s strengths as a classroom teacher</td>
<td>I8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Critical Reflections about teaching, learning, and schools.</td>
<td>M1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>M2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

______ Portfolio Entry #1 -- Description/Title_______________________________________ Date _________
Comments:

______ Portfolio Entry #2 -- Description/Title_______________________________________ Date _________
Comments:

______ Portfolio Entry #3 -- Description/Title_______________________________________ Date _________
Comments:

______ Portfolio Entry #4 -- Description/Title_______________________________________ Date _________
Comments:

______ Portfolio Entry #5 -- Description/Title_______________________________________ Date _________
Comments:

______ Portfolio Entry #6 -- Description/Title_______________________________________ Date _________
Comments:

I consider this portfolio to be ________________ Satisfactory ________________ Unsatisfactory

Signature of Portfolio Advisor ________________________  Date ____________________

Signature of Student ________________________  Date ____________________

The Portfolio Advisor must fill out this form, sign it (along with the Advisee). It must then be turned into the office for the Associate Dean for Teacher Education (107 Corbin) before the last day of classes.