

Developing Your Professional Portfolio: A Handbook for Graduate Teacher Education Candidates Fall 2019

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Important notes:

- ✓ Please read carefully and refer to the *Policy Handbook for Initial Teacher Certification* for further information.

- ✓ There are other requirements due the semester before you student teach. These requirements can be found on the College of Education website and in that handbook under, "Recommendation for Student Teaching." The purpose of this handbook is only to explain the portfolio process.

- ✓ Please note that the only portfolio you will be responsible for is the CALU Common Portfolio or the new CALU Professional Portfolio. You are not required to have a separate portfolio for NAEYC (preK-4) or AMLE (4-8), or the secondary education content areas.

Overview

What is the purpose of portfolio assessment?

Many professionals create an ongoing portfolio—artists, corporate executives, and teachers. The purpose of a portfolio is to showcase your strengths, abilities, and accomplishments. In general, portfolios are usually organized around common standards, based on what the experts of the field say are important. In this case, you are showcasing your professionalism by providing documentation and evidence that you have reflected upon and acted upon the professionalism standards for beginning teachers as described in the Interstate Teacher Assessment and Support Consortium (InTASC) and the Council for the Accreditation of Educator Preparation (CAEP).

The portfolio also provides you the opportunity to make the case to CALU faculty that you have attained the professional dispositions expected of beginning teachers at different checkpoints.

What are artifacts?

Artifacts are documents that you select to put in your portfolio. Think about them as concrete examples that show what you know and can do. Remember, you need to show what you can do in many different areas. Usually, artifacts are class assignments such as projects you've completed, papers you've written, lesson plans you've developed, or activities you've participated in. When you take courses in your major, you will complete these kinds of assignments that must be put in your portfolio as artifacts. Your instructor may refer to them as Performance Assessment Projects or Performance Assessment Tasks. Other artifacts might be created specifically for your portfolio; for example, you might write a personal philosophy of education, or a personal statement about professionalism.

When is your portfolio due?

During your academic career at Cal, there are several times when you will need to show your portfolio to your advisor or a reviewer:

1. When you apply for Recommendation for Student Teaching
2. At the end of Student Teaching
3. You may also be asked to show it to your instructor in one of your courses when they review that you have started your portfolio and professionalism statement.

There are deadlines and procedures for each of these checkpoints, described below.

Applying for Recommendation to Student Teach. When you are ready to apply for student teaching, submit your portfolio to the “Student Teaching Portfolio” folder in Livetext. A panel of faculty reviewers will score your portfolio. Notice the due dates below—they are very important!

- If you are student teaching in a **fall semester**, your portfolio will be due to the “Student Teaching Portfolio” folder on **April 1** of the semester before you student teach.
- If you are student teaching in a **spring semester**, your portfolio will be due to the “Student Teaching Portfolio” folder on **October 1** of the semester before you student teach.

Carefully note this date because this one tends to sneak up on candidates. For semesters where those dates are on a weekend, we normally extend it to the Monday.

At the Exit Interview in Student Teaching. Your university supervisor will direct you to make your portfolio available for review of your documents for scoring. At this point, you will need to submit the portfolio to your supervisor’s Livetext account, under Reviews.

The Cal U Professional Portfolio

In the Cal U College of Education Professional Portfolio, you’ll be documenting your beliefs and the things you’ve learned about professionalism, as well as some professionalism goals and plans you have for meeting those goals. This portfolio system became approved in Fall 2018, and will be required thereafter. Read this section so you know how to set up this portfolio in Livetext/Watermark.

Setting up the Cal U Professional Portfolio in Livetext/Watermark

- Go in LiveText/Watermark to the LiveText Docs tab.
- Click the green plus sign to create a new document.
- Choose the “CALU Common Templates” Folder.
- Click on template for the “Professional Portfolio (new in Fall 17).”
- Scroll down and click the green “create document” button on the lower right.
- Name it appropriately and save it with the OK button.
- You may wish to start by looking at the page titled “Managing this Portfolio.” It includes some helpful directions and references.

Create the “About Me” page

- Use the “edit” button on the main section to open the text box. Add information about yourself to make a professional introduction. Some directions have already been built into the page. Remember to clean those out. It is nice if you can include a professional looking photo of yourself also. Be sure to “save and finish” when you are done.

How to Document the Professional Responsibilities Artifacts

There are basically three types of artifacts in this portfolio: Professional Statement, Professional Seminar summaries, and Professional Development Goals/Plans. Read further to find out how to document these artifacts in your Livetext portfolio.

Professionalism Statement: For Admission to Teacher Education

Write a one page statement that answers this question: **“What does it mean to be a professional?”** Be sure to make direct references to the Code of Conduct. If you need to look at it again, you can find it on the Managing this Portfolio page in Livetex (where there also is other helpful information). Use the “edit” button to put your professionalism statement into the appropriate location. You may wish to write it in Word and then paste your professionalism statement into LiveText. On the editing toolbar in LiveText, you will see a clipboard symbol that is for pasting from Word software in order to keep the formatting nice. Be sure to “save and finish” when you are done.

Professional Seminars **All nine will be checked when you are applying for Student Teaching.**

On the Professional Responsibilities page, document your professional seminars. Post them in the correct categories; you should have three submitted to each of the three categories --- Professionalism and Leadership, Content Specialty, and Issues in Education. You do not need to write a rationale for these documents; simply post a paragraph or two for each seminar, explaining what you learned and how this seminar increases your abilities in one of the above categories. (Basic instructions are included for submitting these seminar summaries. Use the “edit” button to open the editing box and the “save and finish” button each time you finish working on an area.)

Professional Development Plans (When applying for Student Teaching)

You will create two professional development plans, both of which reflect your professional attributes as designated on the Cal U College of Education Professional Dispositions Rubric. (For your convenience, there is a copy on the “Managing this Portfolio” page in Livetext.) The first

plan must be for either Leadership or Collaboration (choose one), and the second plan must be for your choice of one of the following attributes: Problem-solving skills, Willingness to learn and accept feedback, Analytic thinking skills, Values all students, Candidate impact, Professional maturity, Professional initiative, Professional responsibility, Professional communication, Professional commitment, Professional presentation, Professional relationships, Professional attitude or Ethical behavior. See below for specific instructions for each of these Goal Statement/Plans.

Professional Development Goal Statement and Plan #1 (Leadership or Collaboration)

Here's how to create this goal statement:

1. Review the Professional Dispositions Rubric. For your convenience, there is a copy on the "Managing this Portfolio" page in Livetext.
2. Reflect upon your abilities in one of these categories: Leadership or Collaboration. Be sure to look at the Professional Dispositions rubric again to make sure you are clear on the differences. Think about a goal that you would like to meet regarding your ability to be a Teacher Leader or your ability to be a professional who collaborates with others. You need to state your target area for improvement, and then outline steps to achieve the goal, including resources to use. Your target goal should be to reach towards exemplary in that category. Keep in mind that, during student teaching, you will revisit this goal statement with your student teaching supervisor.
3. Submit this Professional Goal Statement and Plan #1 to your portfolio on the Professional Responsibilities page.

Professional Development Goal Statement and Plan #2 (Choice of professionalism attributes)

Here's how to create this goal statement:

1. Refer back to your Professional Disposition survey rating from your professor in Intro or Field Experience course. (These ratings should be in your Livetext account.)
2. Again, reflect upon the results of the Professional Dispositions rubric, which you can find in Livetext under "Managing this Portfolio." From the list shown in Table 1 below, select a professional disposition characteristic that you wish to continue to sharpen during your student teaching experience.
3. Write Goal Statement and Plan #2 for achieving improvement of this disposition characteristic. Again, be sure to look at the rubric to make sure you are clear on the differences. Think about a goal that you would like to meet regarding your selected professional attribute. You need to state your target area for

improvement, and then outline steps to achieve the goal, including resources to use. Your target goal should be to reach towards exemplary in that category. Keep in mind that, during student teaching, you will revisit this goal statement with your student teaching supervisor.

4. Submit this Goal Statement and Plan #2 to your portfolio on the Professional Responsibilities Page.

Professional Educator Attributes
➤ Problem-solving skills
➤ Willingness to learn and accept feedback
➤ Analytic thinking skills
➤ Values all students
➤ Candidate impact
➤ Professional maturity
➤ Professional initiative
➤ Professional responsibility
➤ Professional communication
➤ Professional commitment
➤ Professional presentation
➤ Professional relationships
➤ Professional attitude
➤ Ethical behavior

Table 1. List of professional dispositions attributes to reflect upon for Goal Statement #2.

During Student Teaching:

- As a student teacher, you will complete the “goals met” portion of your portfolio after midterm of your student teaching semester. This will allow you to reflect on how well you have followed through on your goals and developed your skills and attitudes.
- Also as a student teacher, you will set a new professional development goal to get you started in your new career. This goal will be set based on input from your cooperating teacher and supervisor and the feedback they provide on the Clinical Practice Tool. The process of setting this goal and developing a plan of action is similar to the process you did when setting goals before student teaching.
- You are encouraged to complete the rest of your portfolio during student teaching so that it can be used as an interview portfolio to help with your job search. Your department will share its expectations related to this area.

How is your Professional Portfolio scored?

Your reviewer will assess your portfolio based on the Professional Portfolio Rubric, which is included in the Appendix in this document. Scores are for these levels: Exemplary (3 points), Proficient (2 points), Developing (1 point), or Unsatisfactory (0 points).

At Admission to Teacher Education: Students must be scored at the proficient level for all of the applicable parts of the rubric. Candidates who score at lower levels have the opportunity to revise their portfolio and resubmit it.

At Recommendation for Student Teaching: In order to student teach, you may not earn a 0 on any of the artifacts. Candidates who score at lower levels have the opportunity to revise their portfolio and resubmit it.

Preparing the Portfolio for Interviews and Beyond

One of the advantages of creating a professional portfolio is so you can use it after student teaching, as an interviewing tool. It will also serve as a professional development tool to be used when you become a teacher. In Livetext/Watermark, you can store artifacts such as lesson plans, letters of recommendation, evaluations, and professional presentations, all of which will document your abilities in standards for teaching. You may want to add artifacts from your student teaching experience to help you build an interview portfolio that shows your skills in all of the domains. You can also add work from classes and other experiences you have had. Build this as a professional document to outline your skills to potential employers. Remember to include visuals and descriptions. If you are showing student work, be sure to remove identifying information. You can find tips on the Managing this Portfolio page. These folders are actually in your account, but hidden, and can be used for storage until you wish to finalize your portfolio for interviewing and inservice purposes.

APPENDIX

**California University of PA
COEHS Professional Portfolio Assessment
Rubric**

	Unsatisfactory	Developing	Proficient	Exemplary
At each step				
Professional Communication <i>CALU 4.a</i>	Candidate’s use of technology is limited to basic functions of word processing, and includes unclear language, many mechanical errors that distract the reader from comprehending main ideas.	Candidate’s use of technology is limited to the basic functions of word processing and PowerPoint. Language is clear with a few mechanical errors that distract only minimally.	Candidate appropriately applies technology to enhance communication and add interest to the presentation. Language is clear, with a professional tone, with only one or two minor mechanical errors.	Candidate appropriately applies technology, using interactive elements in the presentation that strengthen communication and engage the reader in an interactive manner. Language is clear, professional, and error free.
At Admission to Teacher Education				
One page statement: “What does it mean to be a Professional?” <i>Candidate communicates a view of teacher professionalism</i> <i>CALU 3.m</i>	Candidate’s statements do not convey an understanding of the requirements and expectations of teacher professionalism.	Candidate communicates a basic view of professionalism as courtesies and behaviors, or as obligatory responses.	Candidate effectively communicates a view of professionalism as ethical responsibilities that are appropriate for future teachers.	Candidate effectively communicates a view of professionalism as ethical responsibilities that are appropriate for future teachers,

				with appropriate APA-style citations from empirical research.
<i>Candidate views teacher professionalism in context related to professional and ethical standards CALU 3.o</i>	Candidate's statement is vague and does not convey an understanding of the expectations of professional and ethical standards	Candidate includes general references to professional and ethical standards in his or her professionalism statement.	Candidate includes specific references to professional and ethical standards that logically support his or her professionalism statement.	Candidate's professionalism statement demonstrates that review and reflection of professional and ethical standards formed the basis for his or her view of professionalism and presents strong examples and references, with accurate APA-style citations.
Documentation of three Professional Seminar Summaries: <i>Candidate engages in ongoing professional learning prior to Admission to Teacher Education CALU 1.i</i>	Candidate does not demonstrate ongoing professional learning with at least three seminars for Admission to Teacher Education or seminars are not appropriate to the categories they represent.	Candidate's three appropriate seminars at Admission to Teacher Education demonstrate basic compliance with attendance, categories, and recording requirements.	Candidate's three seminars at Admission to Teacher Education describe appropriate learning and reflection while representing the categories they fill.	Candidate's three seminars at Admission to Teacher Education carefully describe their learning and reflect on the significance of the learning in their development and to their future practice. Candidate supports all

				seminar summaries with meaningful and appropriate connections to other learning experiences and APA-style citations of resources. The seminars clearly fulfill the categories they represent.
At Recommendation for Student Teaching				
Documentation of nine Professional Seminar Summaries <i>Candidate engages in ongoing professional learning prior to Student Teaching. CALU 1.i</i>	Candidate does not demonstrate ongoing professional learning with at least nine seminars or they are not spread appropriately over the designated categories prior to Student Teaching.	Candidate's nine seminars prior to Student Teaching demonstrate basic compliance with attendance, categories, and recording requirements.	Candidate's nine seminars prior to Student Teaching describe appropriate learning and reflection while representing the categories they fill.	Candidate's nine seminars prior to Student Teaching carefully describe their learning and reflect on the significance of the learning in their development and to their future practice. Candidate supports all seminar summaries with meaningful and appropriate connections to other learning experiences and APA-style citations of

				resources. The seminars clearly fulfill the categories they represent.
Professional Development Goal #1 Leadership or Collaboration: <i>Candidate sets goals for leadership and collaboration that will ensure learner growth and advance the profession.</i> <i>CALU 1j</i>	Candidate's goal is not based on reflection of the Professional Disposition Rubric, or is so unclear that the reader does not get a sense of the candidate's plan for improving Leadership or Collaboration skills.	Candidate sets a goal for Leadership or Collaboration, based on reflection of his or her ratings on the Professional Disposition Rubric, with some clarity and specificity needed.	Candidate sets an appropriate actionable goal for Leadership or Collaboration, clearly based on reflection of his or her ratings on the Professional Disposition Rubric.	Candidate sets an actionable goal for Leadership or Collaboration, based on careful and thoughtful reflection of his or her ratings on the Professional Disposition Rubric. Candidate demonstrates an understanding of the importance of that trait and makes reference to appropriate empirical evidence with accurate APA-style citations.
<i>Candidate plans steps to reach professional development goals</i> <i>CALU 1a, 1g</i>	Candidate's plan is not appropriate, or is so unclear that the reader does not get a sense of the candidate's plan for improving Leadership or	Candidate's plan for improved Leadership or Collaboration skills is appropriate, with some clarity and specificity needed.	Candidate's plan is actionable and relevant, and if followed, will clearly result in improved Leadership or Collaboration skills.	Candidate presents an actionable plan for Leadership or Collaboration, based on careful and thoughtful reflection of his or her ratings on the Professional Disposition

	Collaboration skills.			Rubric, with specific and accurate APA style citations for appropriate empirical evidence.
Professional Development Goal Statement #2 <i>Candidate sets goals for professional development based on evidence and reflection</i> <i>CALU 7d, 1i</i>	Candidate's goal is not based on reflection of the Professional Disposition Rubric, or is so unclear that the reader does not get a clear sense of the candidate's plan for improving professionalism.	Candidate sets a goal for one of the specified traits of Professionalism, based on reflection of his or her ratings on the Professional Disposition Rubric, with some clarity and specificity needed.	Candidate sets an appropriate and actionable goal for one of the specified traits of professionalism, clearly based on reflection of his or her ratings on the Professional Disposition Rubric.	Candidate sets specific and actionable goal for one of the specified traits of Professionalism, based on thoughtful reflection of his or her ratings on the Professional Disposition Rubric. Candidate demonstrates an understanding of the importance of that trait and makes reference to appropriate empirical evidence with accurate APA-style citations.
<i>Candidate plans steps to reach professional development goals</i> <i>CALU 1a, 1g</i>	Candidate's plan is not appropriate, or is so unclear that the reader does not get a sense of the	Candidate's plan for improvement of one of the specified traits of Professionalism	Candidate's plan is actionable and relevant, and, if followed, will clearly result in improvement of one of the	Candidate presents an actionable plan for one of the specified Professionalism traits, based on

	candidate's plan for improving one of the specified traits of Professionalism.	is appropriate, with some clarity and specificity needed.	specified Professionalism traits.	careful and thoughtful reflection of his or her ratings on the Professional Disposition Rubric, with specific reference to appropriate empirical evidence with accurate APA-style citations.
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At the Exit of Student Teaching

<p>Professional Learning Goals Met for Goal #1 <i>Candidate describes growth related to leadership and collaboration goal.</i> <i>CALU 1j, 1d, 7d</i></p>	<p>Candidate's self-assessment does not reflect Leadership or Collaboration skills, or is too unclear for the reader to be certain that the candidate has an awareness of his or her own growth.</p>	<p>Candidate self-assesses his or her growth, in Leadership or Collaboration skills, with some specificity and clarity needed.</p>	<p>Candidate self-assesses based on reflection, specifically and clearly describing his or her professional growth in Leadership or Collaboration, providing specific examples.</p>	<p>Candidate self-assesses based on reflection, specifically and clearly describing his or her professional growth in Leadership or Collaboration, providing specific examples, references to specific feedback, and accurate APA style citations from</p>
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				appropriate literature.
Professional Learning Goals Met for Goal #2 <i>Candidate describes professional growth related to professional goal.</i> <i>CALU I, 7d</i>	Candidate's self-assessment does not reflect one of the traits of Professionalism, or is too unclear for the reader to be certain that the candidate has an awareness of his or her own professional growth.	Candidate self-assesses his or her professional growth, with some specificity and clarity needed.	Candidate self-assesses based on reflection, specifically and clearly describing his or her professional growth in one of the specified traits of Professionalism, providing specific examples.	Candidate self-assesses based on reflection, specifically and clearly describing his or her professional growth in one of the specified traits of Professionalism, providing specific examples, references to specific feedback, and accurate APA style citations from appropriate literature.
Professional Development Plan for Continued Professional Development: <i>Candidate applies professional reflection to improve practice</i> <i>CALU 7d</i>	Candidate's goal is so unclear or irrelevant that the reader does not get a sense of the candidate's plan for continued professional development. One gets the sense that the candidate is "done," and does not look	Candidate sets at least one appropriate goal for future practice, which is clearly based on the Clinical Practice Tool. Candidate indicates a willingness to continue improving practice.	Candidate refers to student teaching feedback, the Clinical Practice Tool, and standards to guide his or her reflection and set future professional goals. Specific actionable steps are listed, with a reference to	Candidate refers to student teaching feedback, the Clinical Practice Tool, standards, and student performance to guide his or her reflection and set future goals. Candidate includes accurate APA style citations

	forward to future professional growth.		resources that can be used to help fulfill the goals.	from appropriate literature.
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