

Professional Portfolio Development

| Professional Semester I: | | |
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| | Artifacts | Action |
| Pre-Practicum | <ul style="list-style-type: none"> • Introduction of self • Statement of teaching beliefs • Personal and professional attributes • Goals for PS I practicum | <ul style="list-style-type: none"> ⇒ Prepare basic portfolio—identification information, sections (organization) ⇒ Draft statement of teaching beliefs ⇒ Include evidence and rationales for personal and professional attributes ⇒ Draft goals for practicum |
| During Practicum | <ul style="list-style-type: none"> • Self-reflection on growth and development • Evidence of: <ul style="list-style-type: none"> ○ goals and attainments ○ teaching competencies ○ knowledge of child development and learning processes ○ foundational knowledge of FNMI • Practicum report • Goals for PS II | <ul style="list-style-type: none"> ⇒ Write self-reflection and add artifacts on goals and attainments ⇒ Present lesson plans and rationales (relate to TQS) ⇒ Include paper, handouts, and other evidence demonstrating knowledge ⇒ Include selected entries from journal writing and rationale and share at mid- and end-of-practicum conferences ⇒ Ask for permission from TA and UC to display ⇒ Revise and extend goals |
| Professional Semester II: | | |
| | Artifacts | Action |
| Pre-Practicum | <ul style="list-style-type: none"> • Revised statement of teaching beliefs • Revised goals for PS II practicum | <ul style="list-style-type: none"> ⇒ Present to TA and UC ⇒ Present to TA and UC |
| During Practicum | <ul style="list-style-type: none"> • Self-reflection on growth and development • Evidence of: <ul style="list-style-type: none"> ○ content knowledge ○ teaching competencies ○ knowledge of child development and learning processes ○ foundational knowledge of FNMI • Practicum report • Goals for PS III | <ul style="list-style-type: none"> ⇒ Write self-reflection and add artifacts and rationales on content knowledge. ⇒ Present unit plans and rationales (relate to TQS) ⇒ Include further evidence demonstrating knowledge ⇒ Include selected journal entries and rationale and share at mid- and end-of-practicum conferences ⇒ Ask for permission from TA and UC to display ⇒ Revise and extend goals |
| Professional Semester III: | | |
| | Artifacts | Action |
| Pre-Internship | <ul style="list-style-type: none"> • Resume • Goals for PS III | <ul style="list-style-type: none"> ⇒ Prepare resume and present to TM and UC ⇒ Present to TM and UC |
| During Internship | <ul style="list-style-type: none"> • Evidence of: <ul style="list-style-type: none"> ○ content knowledge ○ teaching competencies ○ knowledge of child development and learning processes ○ foundational knowledge of FNMI • Career goals | <ul style="list-style-type: none"> ⇒ Write self-evaluation and add/delete relevant artifacts on teaching and learning (relate to TQS) ⇒ Review with peers, TM and UC |
| Nearing Completion | <ul style="list-style-type: none"> • Ensure completion of: resume; career goals; statement of teaching beliefs; reflection on goals for PS III; summary of Professional Inquiry Project; personal and professional attributes; clear organization • Evidence of: <ul style="list-style-type: none"> ○ content knowledge ○ teaching competencies ○ knowledge of child development and learning processes | <ul style="list-style-type: none"> ⇒ Prepare showcase portfolio for employment with artifacts and rationales (relate to TQS) ⇒ Present portfolio at final conference with TM, Administrator, and UC |