

UNDERGRADUATE PROFESSIONAL DEVELOPMENT PORTFOLIO DIRECTIONS

All teacher candidates are required to develop a Professional Development Portfolio that documents mastery of the core and program outcomes of the Piedmont College School of Education. The portfolio requirements below and the *Professional Development Portfolio Evaluation Rubric* are provided to assist you in developing the portfolio. Develop the portfolio as you work through your program. It would be a good practice to add something to your portfolio at the end of each eight-week session or semester. You should discuss your progress and any questions with your advisor at each pre-registration session. Your Professional Development Portfolio will be completed and evaluated during your student teaching semester.

Undergraduate Initial Teacher Candidate Portfolio Requirements

The objective of the professional development portfolio assessment is documentation of your mastery of the core and program outcomes of the Piedmont College School of Education. Each teacher candidate is required to provide evidence for each of the ten core outcomes.

The following information is provided to assist you in the development of your portfolio.

1. Include a cover sheet with your name, an indication of whether you are an ECE or MG undergraduate, your advisor, and the date submitted.
2. In a three ring binder, divide your portfolio notebook into 10 sections with tabs and label each with the appropriate heading (i.e. Learning Environment, Subject Matter, etc.). For each section you must include a brief introduction (2-4 paragraphs) that helps the reader make the connection between the rubric and your specific artifacts.
3. For each section provide two artifacts that demonstrate your mastery of the outcome. These artifacts should be exemplars representing your work and performance. These artifacts may come from your student teaching experience and any previous program course work. Suggested items include, but are not limited to: lesson plans, unit plans, observations by administrators, teacher prepared assessments, evidence of content knowledge, video taped lessons and reflections, documentation of professional development activities, samples of student work, journal entries, and the development of a personal pedagogy.

If an artifact refers to more than one outcome, it should be included in an appendix (for example; units, projects, comprehensive lesson plans, etc...). When this is the case, you must write a reflective piece explaining how each example meets the outcome(s) (2-4 paragraphs) for each CCLO addressed within the artifact, place each reflection under the appropriate tab, and indicate where the artifact can be found in the appendix. Additionally, highlight and specify the outcomes in the artifact by identifying and color-coding.

4. Use the *Professional Development Portfolio Evaluation* rubric to guide your selections and the development of the portfolio. The evaluation of the portfolio by college faculty will be used as part of the determination of the final completion of your program of study.
5. At approximately eight weeks into your student teaching your program portfolio will be reviewed to assess your progress. The final portfolio is due no later than 30 days prior to the end of your student teaching.
6. Your portfolio will be evaluated on a 4-point scale. You are doing well in your experience if you receive a 2-3 range. Rarely would a candidate receive a 4 as a beginning practitioner.