During your student teaching semester, you will be asked to demonstrate a variety of competencies that, taken together, ensure that you are on your way to becoming an excellent teacher.  Your portfolio will be one explicit way of demonstrating to yourself, your Bucknell supervisor, and to prospective employers that you possess the skills and abilities required for certification in a variety of competency areas.  Individual Bucknell supervisors will distribute particular elements of this assignment, such as portfolio evaluation rubrics, formatting requirements for portfolios, etc.

The education departmental goals provide a framework for you to organize and represent your growth as a teacher throughout your participation in the Bucknell teacher education program.  The goals are:

- Use both content knowledge and pedagogical knowledge to inform their teaching (i.e. students must be well versed in the content they intend to teach and be able to, critically evaluate and apply theories of effective practice). (1,2,6)
- Develop curricula that are developmentally appropriate, relevant, and based on an understanding of student development and student learning. (3, 4, 7)
- Be aware of the various forms of diversity embodied by learners in their classrooms and modify curriculum and instruction based on the individual needs of their students. (2, 3)
- Use assessment of their student's learning and their own teaching to inform future planning and teaching. (4, 6)
- Attend to the social and civic development of their students. (5)
- Work respectfully and collaboratively with their colleagues and their community to ensure the quality of educational programs. (5, 7)

These goals are designed to help you to develop the Competency Domains and Indicators specified by the Pennsylvania Department of Education and listed on the Student Teaching Evaluation (Appendix N) are another resource for you to refer to when developing your portfolio. The competency domains are:
A.    Planning and Preparation
B.    Classroom Environment
C.    Instructional Delivery
D.    Professional Conduct
E.    Assessment
F.    Knowledge of Diverse Learners

The portfolio should document the evolution of new understandings in these areas over time, in single accomplishments, and in **your own reflections about your learning**.

The following questions are meant to assist you in the development of your portfolio.

1) *What are the primary goals of the Program Portfolio?*
Your Program Portfolio is a cumulative record of your learning and the development of your professional practice throughout your participation in Bucknell's teacher education program. The Program Portfolio will serve as the culminating assessment of your work in the program. The Program Portfolio is to be comprehensive with respect to the program goals listed above, drawing on Bucknell coursework, field experiences, student teaching, and other relevant experiences.

2) *What goes into my Portfolio?*
The Bucknell Teacher Education Program Portfolio is comprised of artifacts, each accompanied by a written reflection. There are many types of artifacts that you may choose to include, such as: lesson/unit plans, observation notes, journal entries, assessments, notes from students, and photographs, just to name a few. ***For each artifact, you must include a written reflection which tells the reader what the artifact is, where it came from, why it is important to your professional development, and how it fits into your view of teaching and learning.***

3) *What are artifacts? Where do they come from?*
An artifact can be virtually anything that represents some aspect of your teaching practice or some aspect of your growth and development as a teacher. Artifacts may be things that are "produced" by you (e.g. your curriculum unit) or things that are "found" in your teaching practice (e.g. a piece of student work or a note from a parent). Other examples of artifacts include sample lessons and assessments, papers written for education or other classes, selected journal entries, notes from observations of you or by you, video or audio tapes accompanied by transcripts of relevant passages, and photographs or any other representation of your teaching or learning.

4) *How many artifacts should I include?*
Since each artifact may demonstrate more than one goal or fulfill more than one purpose in your Program Portfolio, there is no predetermined requirement for the number of artifacts included in the final document. Instead of thinking about how many artifacts you include in your Program Portfolio, consider what you need to include in order to create a rich and detailed picture of who you are as a teacher, and how this representation might also demonstrate the extent to which you have met the program goals of Bucknell's Teacher Education Program. Your supervisor will give you feedback on this question (and others, of course), as you develop your Program Portfolio.

5) *How do I reflect on an artifact? What makes a reflection good?*
It is crucial that your reflections go beyond simply describing the source or nature of the artifact to which they are attached. A good reflection begins with such a description as an introduction or identification of the artifact, but then goes on to delve more deeply into the meaning and significance of the artifact as a representation of your professional

practice. Focus on why you decided to include this particular artifact, what you want readers to see by looking at your experience through the lens of this object. Consider each reflection a thoughtfully crafted explanation of the rationale for including the relevant artifact. The length of these reflections may differ according to the artifact (some may require more explanation than others), but one to two pages would be an appropriate length.

*6) When should I start working on my Portfolio?*
You will begin to format your Portfolio during Junior Block, gathering and organizing possible artifacts from your work in the program to date. During your student teaching semester, you will formalize and complete the Portfolio. It is important to have work from all stages of your development as a teacher, beginning with classes you have taken in Education or in other disciplines, and culminating in work created and used during your student teaching. Gathering these artifacts and beginning to reflect on them, as well as thinking about how to structure and organize your Portfolio is an ongoing task, and the student teaching seminar will provide a focal point for the process.

*7) How will my Portfolio be assessed?*
In assessing your program Portfolio, your supervisor will examine the extent to which you (1) provide the reader with a clear rationale for why you have organized and presented your Portfolio in the way that you have; (2) address the program goals; (3) show growth and creative risk-taking; (4)·demonstrate your awareness of the complexities of teaching through in-depth reflection on your professional practice; and (5) articulate a vision of teaching which is coherent and consistent across the various components of your Portfolio. Recommendations for certification are contingent upon the completion of a Portfolio that receives your student teaching supervisor's approval.

*8) Who will see my Portfolio?*
Your supervisor and adviser (these may be the same person for some individuals), your mentor teacher(s), and fellow students in your seminar will be the primary audience for your Portfolio. In addition, there is a Portfolio Exhibition that will take place near the end of your student teaching semester. During this Exhibition you will display and explain the contents of your Portfolio to members of the Education Department, other student teachers, students preparing to teach, as well as anyone who attends the exhibit. We will keep the link to your portfolio on file in the Education Department as documentation of your completion of this aspect of the Bucknell Teacher Education Program. This becomes the official record of your work in the program and may be shared with supervisors, other faculty members, or members of state or national accreditation teams as a part of our effort to reflect on and improve the program.

During your student teaching seminar, you will work with other candidates and with your supervisor to develop ideas about what kinds of materials might be most effective in

proving your competency in each of the required areas.  With the addition of your resume, transcript, and clearances, your Portfolio should be ready to show employers as you interview for teaching positions.

## Rubric

The completion of this portfolio, a required component for cert. programs in Education, offers evidence that you possess the following requisite knowledge and skills that the Education Department has determined are essential. A minimum of 2 artifacts are required for each competency to demonstrate evidence that you possess the following knowledge and skills:

| 1. Teaching informed by both content and pedagogical knowledge | Artifacts | Reflection | Competency Not Met | Competency Met |
|---|---|---|---|---|
| Use both content knowledge and pedagogical knowledge to inform their teaching (i.e. students must be well versed in the content they intend to teach and be able to, critically evaluate and apply theories of effective practice). (1,2,6) | | | | |
| 2. Developing Curricula | Artifacts | Reflection | Competency Not Met | Competency Met |
| Develop curricula that are developmentally appropriate, relevant, and based on an understanding of student development and student learning. (3, 4, 7) | | | | |
| 3. Modification of Curriculum and Instruction Based on Students Needs | Artifacts | Reflection | Competency Not Met | Competency Met |
| Be aware of the various forms of diversity embodied by learners in their classrooms and modify curriculum and instruction based on the individual needs of their students. (2, 3) | | | | |

| | | | | |
|---|---|---|---|---|
| 4. Assessment | Artifacts | Reflection | Competency Not Met | Competency Met |
| Use assessment of their student's learning and their own teaching to inform future planning and teaching. (4, 6) | | | | |
| 5. Social and Civic Development | Artifacts | Reflection | Competency Not Met | Competency Met |
| Attend to the social and civic development of their students. (5) | | | | |
| 6. Working with Colleagues | Artifacts | Reflection | Competency Not Met | Competency Met |
| Work respectfully and collaboratively with their colleagues and their community to ensure the quality of educational programs.  (5, 7) | | | | |

This portfolio is an attractive, creative representation of you as a professional person, whether entering the work world or graduate school.

_____Not Met     \_\_\_\_\_Met