



Department of Education

Teacher Candidate Guide
for
Educator Professional Portfolio
&
Senior Panel Interview

Spring 2009

All teacher candidates enrolled in West Virginia State University teacher education program must successfully meet the requirements of an **educator professional portfolio** as well as a **senior panel interview** prior to their student teaching. This requirement applies to both candidates who began their program of study here at State or transferred from another accredited college or university. During the 2008-2009 academic year, the teacher candidates have the option of preparing their portfolio using either the traditional binder format portfolio or the electronic portfolio. Starting in the 2009-2010 academic year, however, ALL candidates will be required to prepare an electronic portfolio. The requirements for electronic portfolios will be provided at a later date.

Upon meeting all the requirements for the full admission candidacy (as evaluated and approved by the chairperson of the Education Department), the candidates will be assigned a Panel chairperson, a faculty member from the Education Department. Candidates will receive a notification of this assignment and are expected to contact the Panel Chair as soon as possible to schedule a pre-panel portfolio review and interview. To schedule this meeting, candidates should have an assembled portfolio based on the guidelines specified in this document. Most chairs require that candidates submit their portfolios several days in advance of scheduling their pre-panel meetings, so that the chair will be able to provide each candidate with preliminary feedback during the meeting.

The Educator Professional Portfolio (as the name suggests) should reflect the professional qualities expected of teacher candidates. The portfolio needs to be free of grammatical and stylistic errors and should be written with clarity and coherence. Each candidate must revise and edit his/her portfolio prior to submitting for the pre-panel interview as editing for grammar, clarity, and flow is not the job of the panel chair. Candidates may obtain writing assistance from various on-campus academic assistance programs. This will allow the panel chair to concentrate on substantive comments to improve each candidate's portfolio and prepare them for the interview process.

After the pre-panel interview, candidates will be asked to make the necessary revisions in their portfolio and proceed with scheduling their panel meeting. The senior panel interview is an arranged 45- to 60-minute meeting between the candidate, the panel chair, and at least one University faculty member from the candidate's content specialization area. Elementary majors can select a professor from Math, History, Sciences, or English. The final portfolio should be delivered to the content specialization team member several days in advance of the panel interview.

Binder and Introduction

- One loose-leaf notebook binder with front plastic sleeve that is thick enough to be expanded and used for your Panel Interview and Employment Interviews (3-inch Binder recommended)
- Insert into the front plastic sleeve of the notebook a title page that contains the following information:

<p>An Educator Professional Portfolio of <i>Your Name</i></p> <p>Beginning <i>Month, Year</i></p> <p>(Semester you enrolled in the Teacher Education Program at WVSU)</p>

- Insert into the *spine of the binder* the following information:

An Educator Professional Portfolio of Your Name
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- Inside the binder the title page should be repeated
- A Table of Contents
- Business Letter (“Cover Letter”):

Write a business letter addressed to *Dear Prospective Employer*. In the first paragraph, introduce yourself and a little about your commitment to teacher education. In the middle paragraph include a brief summary of the contents of your professional portfolio. Example: This portfolio is organized into the following sections ____, ____, and ____. Conclude your letter with your availability to come for an interview and how to reach you. In the last paragraph include information that states your intended graduation date and the date you will be available for employment. Close with *Sincerely yours*, sign and type your name.

- Separate each of the four parts of the portfolio with an indexed divider page with tab. Label each tab (typewritten) to reflect the title of each part. At a minimum, it should read “Part I”, “Part II”, etc.
- Each section within a given part should be separated with a divider page (no tab necessary), with the section number and section title printed on the center of the divider page. A 24-point font size is appropriate.
- Do not print your summary pages on an expensive paper for the pre-panel review, as some revisions and re-printing may be necessary. Save the good papers for after the Panel Chair’s review and comments!

PART I – EMPLOYMENT INFORMATION

✦ Section 1 – Resume

A one- or two-page professional resume that, at a minimum, includes (1) your name and contact information, (2) educational degrees obtained and/or expected, (3) honors and awards, (4) employment history —listed from most recent to previous employments, and (5) list of three professional references.

✦ Section 2 – Transcript

Include a copy of your academic transcript. For panel interview an un-official printout from “MyState” will be appropriate. For employment purposes you should include an official copy from the Registrar.

✦ Section 3 – Certification

This will be added when you receive it. At this point, include a placeholder page.

PART II – EDUCATIONAL PHILOSOPHY

✦ Section 1 – Mission Statements - 25 – 100 words each

- A. **Personal Mission Statement** - Narrative text on top half of the page. A personal mission statement is a brief description of who you want to become in your life over time. It applies to all aspects of your life not just your teaching career.
- B. **Educational Mission Statement** - Narrative text on bottom half of the page. An educational mission statement is a brief description of the kind of teacher you will strive to be. It applies to all aspects of your teaching career.

✦ Section 2 – Philosophy of Education - do not exceed 1 page

Your beliefs about your role as educator; relate this to the mission and vision of WVSU Teacher Education Program, Teacher as Human Developer. (see WVSU teacher education handbook as well as the last page of this document for a copy of the institutional missions and conceptual framework)

Part III – Professional Commitments

For each of the four sections below, include a well-written, one-page summary, followed by selected artifacts to substantiate your commitment. The following spells out what the one-page summary should include and the kinds of artifacts expected. This will be the same format for each of four sections:

Summary: Give examples from your academic courses, field experiences and community involvement to support how you have exhibited and/or demonstrated this commitment. In the last paragraph(s) explain how the artifacts you have chosen illustrate your commitment to that specific section.

Artifacts: In each section include up to three artifacts that demonstrate your commitment, such as: lesson plans you have prepared and/or taught, case studies, commendation letters, PowerPoint presentations, prepared reports, and any other supporting documents that highlight your commitment.

Regarding Lesson Plans: Note that point values will be awarded depending on whether the lesson plan was: (1) taught in a school setting, including student samples and use of an assessment instrument, (2) taught to peers, or (3) designed for teaching at a future date.

Candidates wishing to obtain the highest score in Sections 1-4 must submit lessons that were developed and taught to public school students, provide student data, and documented data-based decision making. Data-based decision making means that you have processed the student work, using some type of assessment instrument and provided relevant feedback. In addition, you have used this data to make decisions and state the course of action you would follow with the student(s). Several sources can be used to document the data-based decisions: analysis of student work sample, your reflections and self assessment included as part of the “WVSU Lesson Plan” format, your cooperating teacher’s assessment of your lesson plan and teaching, and finally, your University supervisor’s evaluation and assessment of your lesson plans and teaching. The written sections of the portfolio must explicitly and clearly reflect your data-based decision making in order to obtain the highest scores possible for Sections 1-4. Further information is included under each section.

✦ Section 1 – Commitment to Student Learning

Statement & artifacts demonstrate that:

- Your lessons are factually accurate, meet national/state content standards, and are developmentally appropriate for the students being taught.
- You incorporate classroom strategies that promote student safety, minimize disruptions, respect the student's right to privacy, and reinforce positive student behavior.
- You exhibit knowledge and use of multiple assessment techniques to measure student learning.

✦ Section 2 – Commitment to Diversity

Statement & artifacts demonstrate that:

- Your lessons show knowledge of diversity, diverse learners, and students with special needs by allowing for different learning styles.
- You have read and written about diversity issues in your professional education classes.

✦ Section 3 – Commitment to Technology

Statement & artifacts demonstrate that:

- You know how to use educational technology by planning, teaching and assessing lessons that utilize these resources.
- You can use technology to present lessons to public school students.
- You have knowledge of and can use technology to provide enrichment and additional instruction to increase public school student achievement.

✦ Section 4 – Commitment to Content Knowledge and Scholarship

Statement & artifacts demonstrate that you:

- Model scholarship in your content, reflected in grades, GPA and recommendations from professors and public school teachers.
- Are able to design and deliver lessons that allow students to interact with content material in meaningful ways.
- Show your professional commitment as a member of an honor society or a national or state organization in education.

✦ Section 5 – Commitment to the Profession

Statement & artifacts demonstrate that you exhibit:

- Academic scholarship by maintaining a minimum of a 2.5 GPA in academic performance.
- Ability to work as a member of a team in academic courses and field placements.
- High standards in personal appearance, attendance and punctuality in academic courses and field placements (professor and teacher evaluations)

- Ability to stay current with the profession by reading and reflecting on professional articles, belonging to professional organizations, attending and reflecting on professional conferences, faculty lecture series, cultural events, and educational meetings.

To obtain highest score: artifacts must exhibit leadership experience in an educational setting (e.g., maintained active membership in professional organizations; attended and reflected upon 4 or more professional conferences, faculty lecture series, cultural events, educational meetings, or participated and reflected upon a professional staff development program that was not required).

PART IV – SELF ASSESSMENT

✦ Section 1 – Professional Preparation

One page narrative that demonstrates your ability to reflect and see growth over time from the beginning of the program until now in: (1) content knowledge, (2) professional knowledge, (3) pedagogical knowledge, and (4) professional experience.

✦ Section 2 – Future Goals

One page narrative that demonstrates your ability to articulate a future professional development plan that includes short term and long range professional goals.

WVSU Mission

The mission of West Virginia State University is to meet the higher education and economic development needs of the state and region through innovative teaching and applied research.

The Teacher Education Program works toward this mission by educating teacher candidates who recognize the importance of the public school system in the economic development of this region and the state. Graduates of our program share with us the belief that all persons are capable of learning and achieving at their maximum potential and committed to lifelong learning.

Department of Education Conceptual Framework- Teacher as Human Developer

Our **mission:** To prepare teachers as human developers who love to teach.

Our **vision:** We support our candidates' development into teachers who themselves will devote their lives to nurturing, encouraging, and promoting a new generation of citizens intent on bringing our world closer to the ideals of justice and equality for all.