

Professional Development Portfolio

(Initial Admission/Initial Midpoint)



Admission to: TEP ST Major: Elem Sec K-12

Potential candidate's name: _____

Purpose: An evaluation of the potential candidate's portfolio in terms of his/her fulfillment of the expected competencies outlined in the Conceptual Framework and professional standards.

Completion: Prior to initial admission to the Teacher Education Program (TEP) and to student teaching (ST).

Instructions: Mark the score corresponding to the level of attainment described in the cells of the form, using the scale indicated below. Note: Initial admission scores must be at the Developing level or higher. Student Teaching scores must be at the Proficient level or higher. Lower scores must be addressed in a Plan for Remediation.

Undeveloped (1)	Developing (2)	Proficient (3)	Exceptional (4)
Evidence that candidate has acquired the knowledge, skills, and dispositions indicated for this proficiency is not provided, incomplete, or fails to be convincing.	Evidence that the candidate has acquired the knowledge, skills, and dispositions indicated for this proficiency is provided, but is incomplete or weak.	Evidence that the candidate has acquired the knowledge, skills, and dispositions indicated for this proficiency is at an acceptable level.	Evidence that the candidate has acquired the knowledge, skills, and dispositions indicated for this proficiency is at a level that exceeds what is expected.
Caring Person			
1a. designing experiences that honor best practices related to multicultural and academic diversity			
1b. nurturing relationships by showing warmth, care, respect, and fairness to all individuals			
1c. reaching out to families and community agencies			
1d. emulating the Christ-centered principles of discipleship and service			
Informed Facilitator			
2a. providing nurturing environments and services based on developmentally and culturally appropriate practices			
2b. knowing the content and conveying the importance of subject matter			
2c. developing a repertoire of discipline strategies and procedures that encourage positive learning environments			
2d. planning for differentiation and scaffolding to ensure that all students experience success			
2e. using technology to enhance student learning and communication			
Reflective Decision-maker			
3a. demonstrating intellectual curiosity, critical thinking, and strategic decision making			
3b. planning lessons that incorporate evidence-based practices and appropriate materials			
3c. using informal and formal assessment data for instructional planning and evaluation			
3d. reflecting on observation, instruction, and assessment through a Christ-centered world view			

Form Continues on Back

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Committed Professional						
4a. collaborating, consulting, and engaging in opportunities to achieve professional excellence			①	②	③	④
4b. demonstrating professional demeanor, ethical behavior, and carrying out responsibilities conscientiously and punctually			①	②	③	④
4c. recognizing the value of health and a commitment to a lifestyle of wellness			①	②	③	④
4d. demonstrating appropriate written and verbal communication skills			①	②	③	④
4e. studying God's Word and seeking His will			①	②	③	④
Other Indicators						
Content & Pedagogical Knowledge			①	②	③	④
Use of Digital Technology			①	②	③	④
Diversity			①	②	③	④
Impact on Student Learning			①	②	③	④
Professional Growth Experiences			①	②	③	④
Collaboration			①	②	③	④
Dispositions			①	②	③	④
Professional Presentation			①	②	③	④

Undeveloped < 38	Developing 38 – 63	Proficient 64 – 89	Exceptional 90 – 104	TOTAL ____
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Evaluator: _____ **Date:** _____

Please return the completed form to the Unit Assessment System Manager of the School of Education & Psychology,
P.O. Box 370; Collegedale, TN 37315-0370, or fax to (423) 236-1765.
For questions on this form, please call (423) 236-2846 or send e-mail to haydene@southern.edu.