



**University of the Virgin Islands
School of Education
Bachelor of Arts in Education
Elementary Education
Fall 2014**

Portfolio

STX 5

Indicator	Indicator Met	Indicator Partially Met	Indicator Not Met
Personal Philosophy of Education	A well- developed and clearly written philosophy statement that is research-based and reflects the candidates educational beliefs, attitudes and dispositions learned in coursework through the teacher preparation program 60%	A clearly written philosophy statement that is research-based and reflects the candidates educational beliefs, attitudes and dispositions learned in coursework through the teacher preparation program 40%	A poorly developed philosophy statement that is not research-based neither does it reflect the candidates educational beliefs, attitudes and dispositions
The Professional as Reflective (ACEI 5.1)	Contains substantial and clear evidence that demonstrates professional reflection; multiple relevant and varied examples provided 80%	Contains some evidence that demonstrates professional reflection; some relevant and varied examples provided 20%	Insufficient evidence that demonstrates professional growth and reflection; little or no examples provided
The Professional as Enabler of Student Learning (ACEI 1.0; 2.1; 2.4; 2.7; 3.0; 3.2; 4.0)	Very strong connection between documentation and examples that demonstrates behaviors of an enabler of student learning; multiple relevant and varied examples provided 40%	Connection between documentation and examples that demonstrate behaviors of an enabler of student learning; some relevant examples provided 60%	Vague connection between documentation and examples that demonstrate behaviors of an enabler of student learning; examples provided are irrelevant

<p>The Professional as Active Learner (ACEI 3.3; 3.4)</p>	<p>Compelling evidence that demonstrates candidate's competence as an active learner; Multiple relevant and varied examples provided</p> <p style="text-align: center;">100%</p>	<p>Evidence that serves to demonstrate candidate's competence as an active learner; some relevant and varied examples provided</p>	<p>Inadequate or little evidence that serves to demonstrate candidate's competence as an active learner; examples are irrelevant</p>
<p>The Professional as Leader (ACEI 5.2)</p>	<p>Compelling evidence that demonstrates candidate's caring dispositions toward all students; Multiple relevant and varied examples provided</p>	<p>Some evidence that demonstrates candidate's caring dispositions toward all students; Some relevant and varied examples provided</p> <p style="text-align: center;">80%</p>	<p>No evidence that demonstrates candidate's caring dispositions toward all students; few and irrelevant examples provided</p> <p style="text-align: center;">20%</p>
<p>Overall Presentation of Portfolio</p>	<p>Visually appealing and well organized and packaged document; categories clearly evident and easily accessible; a clear and thorough reflective narrative for each area that shows growth and emergent teaching practice through careful analysis and interpretation of actions.</p> <p style="text-align: center;">40%</p>	<p>Visually appealing and well organized and packaged document; categories evident and accessible; a clear and reflective narrative for each area that shows some growth.</p> <p style="text-align: center;">60%</p>	<p>No visual appeal; lack of organization; contents not easily accessible; poorly developed reflective statements provided.</p>