

The Professional Growth Portfolio

During extended practicum, assessment and evaluation of professional growth will be continuous.

Teacher Candidates are expected to continue to collect and analyze evidence of professional growth using the Professional Growth Portfolio (PGP).

- Formal written feedback from cooperating teacher(s) (daily, if possible) and from formal visits by the practicum facilitator should be included as 'evidence' of professional growth in the PGP.
- Other materials to be gathered as evidence include lesson plans, self-evaluations, peer feedback, and can include (with permission) photos, video clips and examples of work collected from students.

Evidence of progress toward achieving program goals and outcomes, along with developing professional competencies, will be regularly discussed with the cooperating teacher and during visits with the practicum facilitator.

On a weekly or bi-weekly basis, Teacher Candidates are expected to identify and discuss with cooperating teachers one or more particular program goals/outcomes for focused attention and should identify some necessary action(s) to provide evidence of growth.

Because feedback and reflection are required for professional development, pre- and post-conferencing are very important and jot notes from these professional conversations can be included in the PGP.

When possible, a cluster of Teacher Candidates in a school can provide feedback for one another during peer coaching opportunities. Jot notes or more formal written feedback from these opportunities can also be included as evidence in the PGP.