### Personal Philosophy of Education

**Indicator:** 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.

**Proficient:** STX 1

**Developing:** 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.

**Unacceptable:** A poorly developed philosophy statement that is not research-based neither does it reflect the candidates educational beliefs, attitudes and dispositions.

### The Professional as a Reflective Practitioner (NAEYC 5)

**Indicator:** Contains substantial and clear evidence that demonstrates professional reflection; multiple relevant and varied examples provided.

**Proficient:** STX 1

**Developing:** Contains some evidence that demonstrates professional reflection; some relevant and varied examples provided.

**Unacceptable:** Insufficient evidence that demonstrates professional growth and reflection; little or no examples provided.

### The Professional as Enabler of Student Learning (NAEYC 1, 3)

**Indicator:** Very strong connection between documentation and examples that demonstrate behaviors of an enabler of student learning; multiple relevant and varied examples provided.

**Proficient:** STX 1

**Developing:** Connection between documentation and examples that demonstrate behaviors of an enabler of student learning; some relevant examples provided.

**Unacceptable:** Vague connection between documentation and examples that demonstrate behaviors of an enabler of student learning; examples provided are irrelevant.
<table>
<thead>
<tr>
<th>The Professional as Active Learner (NAEYC 4)</th>
<th>Compelling evidence that demonstrates candidate’s competence as an active learner; Multiple relevant and varied examples provided STX 1</th>
<th>Evidence that serves to demonstrate candidate’s competence as an active learner; some relevant and varied examples provided</th>
<th>Inadequate or little evidence that serves to demonstrate candidate’s competence as an active learner; examples are irrelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Professional as Leader (NAEYC 2, 4)</td>
<td>Compelling evidence that demonstrates candidate’s caring dispositions toward all students; Multiple relevant and varied examples provided STX 1</td>
<td>Some evidence that demonstrates candidate’s caring dispositions toward all students; Some relevant and varied examples provided</td>
<td>No evidence that demonstrates candidate’s caring dispositions toward all students; few and irrelevant examples provided</td>
</tr>
<tr>
<td>Overall Presentation of E-Portfolio</td>
<td>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. STX 1</td>
<td>Visually appealing and well organized and packaged document; categories evident and accessible; a clear and reflective narrative for each area that shows some growth.</td>
<td>No visual appeal; lack of organization; contents not easily accessible; poorly developed reflective statements provided.</td>
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</tbody>
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