

PROCEEDINGS SUBMISSIONS—ABSTRACT

TITLE OF THE SUBMISSION

Educational Portfolios in the Teacher Preparation Program

NAMES OF THE AUTHORS, ADDRESSES, PHONE NUMBERS, & E-MAIL

Cheryl Hines, EdD
Angelo State University
2601 West Avenue N
Box 10893, ASU Station
San Angelo TX 76909
Cheryl.Hines@angelo.edu
915-942-2052 ext 283 (phone)
915-942-2039 (fax)

Marie Stern Plemons, EdD
University of Houston-Victoria
School of Education
3700 N. Ben Wilson
Victoria TX 77901
plemonsm@uhv.edu
361-570-4267 (phone)
361-570-4257 (fax)

Hontas Hines, MEd
Angelo State University
School of Education
2601 West Avenue N
Box 10893, ASU Station
San Angelo TX 76909
hhines@wtconnect.com
915-728-5308 (phone)
915-942-2039 (fax)

Mary Natividad, EdD
University of Houston-Victoria
School of Education
3700 N. Ben Wilson
Victoria TX 77901
natividadm@uhv.edu
361-570-4260 (phone)
361-570-4257 (fax)

ABSTRACT OF PAPER

Educational portfolios may serve many purposes; to indicate growth, to display best works, and to showcase (to market candidate's professional skills) during a job search. The university faculty and the public school educators (clinical faculty) who evaluate the candidate in the school setting observes an authentic, performance-based framework and obtains a basis to guide the candidate toward successful teaching.

Encouraging preservice teachers to showcase their professional growth, the clinical faculty address the needs and challenges concerning diversity, technology, professional development, and competence of standards. The portfolio can serve as an evaluation tool.

The values a candidate gains in developing an educational portfolio include serving as: a tool for continuous self-evaluation, an aid to define areas of strengths/weaknesses, and as a means for continuous reflection.