

Creating Your Teaching Portfolio

UtahState
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What is a portfolio?

- ▶ A portfolio is a written and visual picture of you as a teacher, based on the INTASC Standards.
- ▶ It is an organized collection of materials that provide evidence of your knowledge, dispositions, and practices as a teacher.
- ▶ Creating a portfolio will require collecting and reflecting on products of your teaching and your coursework (artifacts).
- ▶ Portfolios must be submitted using LiveText, but you compose the written parts using your favorite word processor. Files of any kind (images, sound, movies, spreadsheets, PowerPoints) can be stored in your LiveText account.

Why do you need a portfolio?

- ▶ Requirement for graduation
- ▶ Demonstration of your readiness to enter the teaching profession
- ▶ Preparation for employment interviews
- ▶ Distribution to hiring committees
- ▶ Requirement for Level 2 licensure in Utah
- ▶ So that we can evaluate our teacher preparation program and make improvements
- ▶ Reflection on your teaching practices makes you a better teacher!

Elements of a portfolio

- ▶ Cover page, with photo (preferably one of you teaching)
- ▶ Resumé
- ▶ A list of all ten INTASC standards and your belief statements based on those standards
- ▶ 20 Artifacts—2 for each belief statement
- ▶ Reflection statements for each artifact
- ▶ Appendix for awards, letters of recommendation, Praxis scores, etc.

Belief Statements

- ▶ One belief statement for each INTASC standard
 1. Content Pedagogy
 2. Student Development
 3. Diverse Learners
 4. Multiple Instructional Strategies
 5. Motivation and Management
 6. Communication and Technology
 7. Planning
 8. Assessment
 9. Reflective Practice: Professional Growth
 10. School and Community Involvement

How to write a belief statement

- ▶ Begin by freewriting or creating a concept web for the INTASC standard
- ▶ Read the knowledge, dispositions, and performances section of each INTASC standard (the detailed version)
- ▶ Highlight words and phrases that seem important to you
- ▶ Reread the highlighted words and phrases you've selected
- ▶ Write several sentences that attempt to summarize the parts you've highlighted and create a link with your original freewrite or concept web
- ▶ Now you have a **rough draft** of a belief statement

Writing belief statements

- ▶ Let's try it together for Content Pedagogy
- ▶ First, let's prepare by prewriting. (Freewrite or concept web)
- ▶ Then we'll read the standard, in its full form, and we'll highlight important words and phrases
- ▶ Then we'll write a **very rough draft** of a belief statement

Example of belief statement for Content Pedagogy with bulleted list

BELIEF STATEMENT: Using my knowledge of the ever-evolving curriculum and the way students develop, I will involve my students in inquiry so they will be able to see multiple viewpoints. I will evaluate resources in terms of my:

- knowledge of content
- understanding that content changes
- need to teach from multiple perspectives
- intention to integrate across the curriculum
- use of multiple representations for concepts

Different example of belief statement for Content Pedagogy with unique voice

***one**

Students will ask "why?" until such an innate response to novelty is discouraged, continually ignored, or replaced with unsatisfactory 'correct' answers. My opportunity as a teacher is to provide tools, motivation, strategy, and fertile ground for inquiry, continually striving to understand and assist my students in discovery.

Belief statement for Communication and Technology

- ▶ Just as a key unlocks a door, so communication unlocks the barriers between my students and myself, and my students with each other. There are a variety of media communication tools that I can use, including computers and audio-visual aids, which will help my students to learn. Different communication tools, or keys, work with different students and it is important for me to understand which key will unlock which student's door to learning. One way for me to achieve this goal is to be a thoughtful and responsive listener as well as asking questions to stimulate discussion among my students.
- ▶ Each of this students' belief statements began with "just as" and used an analogy—very effective and really showed the student's voice.

Another example of a belief statement for Content Pedagogy written in paragraph style

Belief Statement: The primary content taught in any classroom should follow both the national and state standards to ensure that each student receives a balanced and equitable education. In order for teaching to be effective, content must be taught in a way that is meaningful and relevant to students. In addition, it should be presented in ways that capture students' attention and keep them engaged during instruction.

Belief Statements

- ▶ Do not need to start with "I believe"
- ▶ If third person is used (the teacher should...) this puts distance between you and your belief statement
- ▶ First person allows you to use active voice, which is usually preferable to passive voice

Multiple Instructional Strategies

Children do not come out of one same mold, so why should instruction? I value developing students' critical thinking and problem solving skills. To do this I will provide:

- learning opportunities that develop problem solving skills and critical thinking
- alternative teaching strategies
- consistent adjustments for the diversity of students

Belief Statements

- ▶ Can start with "I believe"
- ▶ If you choose to write them this way, they should all start with this phrase.

Student Development

I believe that students learn best when they are in a trusting environment and are encouraged to learn in all areas. Students have different needs and levels of learning, so they need to be provided with:

- ▶ good relationships with the teacher and students
- ▶ good modeling
- ▶ acknowledgment of their strengths
- ▶ meaningful, constructive feedback

Diverse Learners

I believe that every student should be respected as an individual who brings to the class rich, new, and different experiences. These differences should be celebrated by:

- ▶ helping everyone achieve success
- ▶ respecting others
- ▶ learning about culture and backgrounds

Belief Statements

- ▶ Bulleted lists are not required, but they are easy to read.
- ▶ If you use bulleted lists, each item in the list should
 - ▶ be parallel with the others
 - ▶ follow logically from the sentence stem

Let's edit this bulleted list for a belief statement for Planning

Creating short and long-range flexible plans that are based on curriculum goals are essential to be an effective teacher. When planning, the teacher:

- ▶ Uses a variety of forms of instruction to address different learning styles.
- ▶ Lesson plans relate to the objective and lessons do not stray from the purpose.
- ▶ Will use current research on the most effective teaching methods to ensure that instruction is the best possible.
- ▶ Takes into account multiple development levels and differentiates instruction to meet the needs of the students.

Belief Statements...

- ▶ Are ultimately yours...
 - ▶ You can write them the way you want to write them. They represent you.
- ▶ Should change over time...
 - ▶ Your knowledge base is growing and that should be reflected in your belief statements.
 - ▶ The belief statements you wrote in Level II may need to be revised and/or expanded in Level III. They were 1st drafts. For example...

Student Development: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Level II

Student Development- Every student develops and learns at a different rate and it is imperative that teachers take this important fact into consideration when teaching to allow a high level of development and learning to take place.

Level III

Student Development

I am committed to:

- ▶ Gaining understanding relevant to all aspects of student development,
- ▶ Promoting respect for individual variation,
- ▶ And ensuring constant efforts that lead students to the next level of learning.

It is my responsibility to ensure that each student is developing at his or her full potential.

Your portfolio is a living document!

- ▶ The belief statements you write in Level III may need to be revised during student teaching and again for your Level 2 licensure portfolio.
- ▶ Your belief statements will develop and change, just as you develop and change as a teacher!

Artifacts

- ▶ What's an artifact?
 - ▶ Samples of your work
 - ▶ Samples of student work
 - ▶ Items that demonstrate your knowledge or efforts in a particular area addressed in your belief statements
- ▶ What form do they take?
 - ▶ Photos
 - ▶ If you want to take photos of students, make sure that you have permission from parents. You can send home a permission slip explaining the purpose of the photos.
 - ▶ Photos, when used as artifacts, should have detailed, typed, captions
 - ▶ Scans
 - ▶ Assessments, writing samples, etc.
 - ▶ Text
 - ▶ Lesson plans, background information, articles
 - ▶ Audio or Video
 - ▶ Class discussions, lessons taught, students engaging in inquiry lesson

Possible artifacts for Content Pedagogy

- ▶ Background information you gathered for a unit
- ▶ Outdoor science field day
- ▶ Integrated curriculum plans
- ▶ Inquiry methods used in social studies or science
- ▶ Evidence of student connections across subject matter
- ▶ Evidence of your own continuous learning in content areas

Possible artifacts for Student Development

- ▶ Example of student work at the beginning of the year and end of the year
- ▶ Writing workshop conferencing notes
- ▶ Feedback on student work
- ▶ Service activity
- ▶ Social skills teaching
- ▶ Cooperative learning lessons/strategies used
- ▶ Reflection on a home visit

Possible artifacts for Diverse Learners

- ▶ Accommodations for diverse learners
- ▶ Evidence that you know how to differentiate instruction
- ▶ Reading case study
- ▶ How you changed a lesson according to the needs of a particular class, small group, or individual
- ▶ Mexican Hat teaching experience
- ▶ Any way that you used diversity to help students learn about each other
- ▶ Picture of bulletin board that promoted diversity
- ▶ Examples of music, realia, or literature used in unit on another culture
- ▶ Bibliography of multicultural books

Possible artifacts for Multiple Instructional Strategies

- ▶ Pictures of a center you've created (audio, different ways to help diverse learners)
- ▶ Alternatives developed to meet students' needs
- ▶ Programs (music, play)
- ▶ Photos of you doing small-group reading instruction or read aloud
- ▶ Hands-on strategies you've used for teaching math
- ▶ Classroom simulations

Possible artifacts for Motivation and Management

- ▶ Class meeting agenda
- ▶ Sound clip of class meeting
- ▶ Suggestion box items
- ▶ Behavior management materials
- ▶ Class rules
- ▶ Job chart
- ▶ Example of a classroom floorplan

Possible artifacts for Communication and Technology

- ▶ Documentation of phone calls home
- ▶ Parent communication of any kind
- ▶ Student using of technology
- ▶ Classroom newsletter
- ▶ PowerPoint presentation
- ▶ Instructional Architect webpage

Possible artifacts for Planning

- ▶ Lesson plans
- ▶ Unit plans
- ▶ How you changed a lesson according to the needs of a particular class, small group, or individual

Possible artifacts for Assessment

- ▶ CAPS assessment and paragraph about what you would do with the student
- ▶ Rubric you've created or used
- ▶ Informal reading inventory results and analysis
- ▶ Spelling inventory and analysis
- ▶ Example of student work (e.g. graph)
- ▶ Student journal as assessment (e.g. science learning log)
- ▶ Anecdotal records of writing conferences

Possible artifacts for Reflective Practice: Professional Growth

- ▶ The name of a journal article you've read (provide full citation information) with your written response
- ▶ Workshop or professional conference summary and reflection
- ▶ Tape recording or video of classroom activity with reflection
- ▶ Personal reflective journal on how a day went, modifications you've planned
- ▶ Membership card in professional organization or cover of journal you subscribe to

Possible artifacts for School and Community Involvement

- ▶ Parent volunteers and their work
- ▶ Student planners/trackers
- ▶ Community volunteers you've recruited and what they did
- ▶ Funds of knowledge survey (community/parent expertise to draw upon)

Choosing an artifact

INTASC STANDARD 2—STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

BELIEF STATEMENT: I believe that students learn best in an environment where they feel safe and their mistakes are seen as a sign of learning. They need to be provided with:

- good modeling
- chances to practice new skills
- high expectations for growth
- meaningful and helpful feedback

Artifact: a writing sample from a kindergartner who used invented spelling



Reflection statement connects the artifact to your belief statement

BELIEF STATEMENT: I believe that students learn best in an environment where they feel safe and their mistakes are seen as a sign of learning. They need to be provided with:

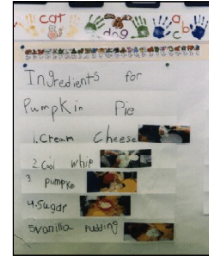
- good modeling
- chances to practice new skills
- high expectations for growth
- meaningful and helpful feedback



Reflection: The student writing sample shown here was written by kindergartner during student teaching. During writing workshop, I modeled how to put spaces between words and to listen for the sounds and write them down. Because writing workshop is a safe environment, the students felt free to use invented spelling and to experiment with spacing and punctuation as they moved toward more conventional forms of writing. Invented spelling is a sign of learning.

This reflection makes three connections. Make at least one obvious connection...

Another artifact: Interactive writing sample



Reflection statement should echo belief statement

BELIEF STATEMENT: I believe that students learn best in an environment where they feel safe and their mistakes are seen as a sign of learning. They need to be provided with:

- good modeling
- chances to practice new skills
- high expectations for growth
- meaningful and helpful feedback



REFLECTION: The chart pictured here was the result of an interactive writing lesson I taught in a first grade classroom. I used interactive writing in my first grade practicum extensively because it is a teaching strategy that allows students to practice new skills as they come to the chart and "share the pen" to write whole words or letters for sounds in words. Mistakes are corrected as a part of the teaching in order to give specific, helpful feedback on correct spelling, letter formation, and punctuation. When I ask students to fix a mistake, I make it clear to them that mistakes are part of learning. The finished product was displayed in the classroom as a model of correct writing and for children to read independently.

Reflection statements must...

- ▶ Explain the context in which the artifact was collected
 - ▶ When (e.g. "in my level III practicum")
 - ▶ Where (e.g. "in a 1st grade classroom")
 - ▶ What (e.g. "this math assessment")
 - ▶ Why (e.g. "in order to figure what students understood about standard measurement")
- ▶ Explain, explicitly, how the artifact exemplifies your belief statement
 - ▶ Because I believe _____, I _____.
 - ▶ Because I believe that assessment informs instruction, I used this math assessment in my level III practicum to figure out what my first grade students understood about standard measurement.

Reflection statements must also ...

- ▶ fully and thoughtfully discuss the following three areas:
 - ▶ the impact and effectiveness of the artifact
 - ▶ professional and/or personal growth that occurred as a result of this artifact
 - ▶ plans for strengthening weaknesses and/or alleviating problems encountered

Assessment Artifact

This photo shows Jamal measuring with a ruler as part of a pre-test on measuring in my first grade student teaching placement. Because I believe that assessment allows me to differentiate instruction, I pre-tested students' understanding of standard measurement. Some students already understood how to measure in inches and they were ready to learn fractions of inches and metric measurement. Other students needed to be introduced to measuring in inches. Through small-group instruction and centers, I offered students the instruction they needed given their current level of understanding. This made my instruction more effective. Although I was able to differentiate instruction, I realized how important it is to teach students what to do at each center so that I can concentrate on the students I'm teaching in a small group. On the first day of centers, students were interrupting me to ask questions. So on the second day, I took time to walk them through the procedures for each center so that they could work independently and cooperatively and so that I could give the students in the small groups the attention they needed.



Rubric for reflection statements

4 - outstanding level of competence	3 - demonstrates high level of competence	2 - demonstrates acceptable standard of competence	1 - not acceptable
Description of artifact			
The reflection describes the artifact in detail by indicating: - what the artifact is - when the artifact was used - who used the artifact - how the artifact was used - other pertinent information	The description is missing essential information.	The description is missing two or more pieces of essential information.	No description of the artifact.
Connection of Artifact and Belief Statement			
The reflection explicitly connects the artifact and the belief statement by making reference to elements/phrases used in the belief statement.	The artifact and the belief statement are connected, but the reflection does not adequately explain the connection.	No explanation of how the artifact and belief statements are connected.	Artifact does not match belief statement.
Professional Growth that Resulted from Artifact			
The reflection fully and thoughtfully discusses the following three areas: - the impact and effectiveness of the artifact - professional and/or personal growth that occurred as a result of this artifact - plans for strengthening weaknesses and/or alleviating problems encountered	The reflection discusses two of the following: - the impact and effectiveness of the artifact - professional and/or personal growth that occurred as a result of this artifact - plans for strengthening weaknesses and/or alleviating problems encountered	The reflection discusses one of the following: - the impact and effectiveness of the artifact - professional and/or personal growth that occurred as a result of this artifact - plans for strengthening weaknesses and/or alleviating problems encountered	The reflection does not evaluate the impact and effectiveness of the artifact and does not discuss professional growth that resulted from the artifact.
Conventions			
There are no errors of spelling, punctuation, or usage. Font is readable.	There are one or two errors of spelling, punctuation, or usage. Font is readable.	There are three or more errors of spelling, punctuation, or usage. Font is readable.	Spelling, punctuation, or usage errors make reading difficult. Or font is not readable.

Electronic portfolios and LiveText

- ▶ Any word processing program can be used to create documents/text. Then you can copy and paste into LiveText or attach files.
- ▶ PowerPoints, images, sound files, video files can be attached.
- ▶ When your portfolio is ready to show, you can provide a principal or hiring committee with a guest pass to LiveText to view your portfolio.

Resources

- ▶ On this site <http://teal.usu.edu/htm/eled/portfolio-information> you will find:
- ▶ The handout for this presentation
- ▶ INTASC Standards (full version)
- ▶ Entry Years Enhancement brochure (for new teachers in Utah)
- ▶ Portfolio Assessment Rubric
- ▶ Portfolio template in Word

Your portfolio

- ▶ Although for graduation from the elementary education program, your portfolio has certain requirements...
- ▶ It is ultimately yours and represents you.
- ▶ Readers may offer suggestions on formatting, wording, etc., but *you* are the author and *you* must decide what is best.
 - ▶ Your level III supervisor and your student teaching supervisor will offer you advice about editing and proofreading. Be open to their advice!!!!
- ▶ It follows you throughout your career and will continue to grow and change as YOU grow and change!
- ▶ Get started now! 😊