Creating Your Teaching Portfolio

What is a portfolio?

- A portfolio is a written and visual picture of you as a teacher.
- It is an organized collection of materials that provide evidence of what you know and are able to do as a teacher.
- The portfolio is organized around the Utah Effective Teaching Standards, (which were derived from the INTASC standards).
- Creating a portfolio requires collecting and reflecting on products of your teaching and your coursework (artifacts).
- Portfolios must be created using Canvas. Files of any kind (images, sound, video, spreadsheets, PowerPoints) can be stored in your Canvas portfolio account and used as artifacts.
Why do you need a portfolio?

- Capstone project in teacher education and a requirement for graduation
  - Demonstrates what you have learned in your teacher preparation program
  - Demonstrates your readiness to enter the teaching profession
  - Helps us evaluate our teacher preparation program and make improvements
- Reflecting on your teaching practices makes you a better teacher!

Elements of a portfolio

- Cover page, with photo (preferably one of you teaching), and basic information about you
- 10 sections containing artifacts—at least one for each section, probably more than one
- Reflection statements for each section
- Appendix
  - if you use photos of students in your portfolio, you must have signed release forms in your appendix
Utah Effective Teaching Standards

1. Learner Development
2. Learning Differences
3. Learning Environments
4. Content Knowledge
5. Assessment
6. Instructional Planning
7. Instructional Strategies
8. Reflection and Continuous Growth
9. Leadership and Collaboration
10. Professional and Ethical Behavior

Artifacts

- What’s an artifact?
  - Samples of your work for classes or practicum
  - Samples of student work gathered during practicum
  - Items that demonstrate your knowledge or efforts related to any of the standards (e.g., for Reflection and Continuous Growth, attend conference and write a summary of what you learned in a session)

- 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. Permission slips must be included in appendix of your portfolio.
    - 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. Videos require permissions slips.
Outcome 1: Learner Development

The teacher:

a. Creates developmentally appropriate and challenging learning experiences based on students’ strengths, interests, and needs. (Required.)

b. Collaborates with families, colleagues, and other professionals to promote student growth and development. (Optional.)

Possible artifacts include:

- Lessons that demonstrate that you have created experiences that match student strengths, interests, and needs.
- Documentation of collaboration with families, colleagues, and/or other professionals to promote student growth and development.

Outcome 2: Learning Differences

The teacher:

a. Adapts instruction to address each student’s learning strengths and needs. (Required.)

b. Delivers instruction that provides for different ways of demonstrating learning. (Required.)

c. Provides instruction that takes into account the experiences and knowledge of learners. (Optional.)

Possible artifacts:

- Documentation of how you have made accommodations for diverse learners.
- Evidence that you know how to differentiate instruction.
- Documentation of how you changed a lesson according to the needs of a particular class, small group, or individual.


Outcome 3: Learning Environments

The teacher:

a. Uses a variety of effective classroom management strategies to maintain a positive learning environment. (Required.)

b. Constructs learning experiences that require students to be actively engaged in learning. (Optional.)

Possible artifacts:
- Classroom management plan, possibly including behavior management materials, class rules, job chart, example of a classroom floor plan, plan for first day of school year
- Documentation of learning experiences you designed to maximize student engagement

Outcome 4: Content Knowledge

The teacher:

a. Communicates accurate information and concepts. (Required.)

b. Adapts instruction to address students’ common misconceptions about subject matter. (Optional.)

c. Designs instruction based on approved content standards and research. (Required.)

d. Provides multiple representations and explanations of concepts. (Required.)

e. Selects instructional resources that contain accurate content. (Required.)

Possible artifacts:
- Lesson plans that demonstrate that you have strong content knowledge or that you worked to develop strong content knowledge before teaching the subject.
- Lessons plans that include approved content standards.
- Lesson plans that include research-based instructional strategies.
- Lessons that demonstrate you know how to provide multiple representations and explanations of concepts.
- Evidence that you know how to evaluate and select resources based on the accuracy of their content.
Outcome 5: Assessment

The teacher:

a. Uses pre-assessments, and formative and summative assessments, in a variety of formats that match learning objectives. (Required.)
b. Teaches students to identify the elements of quality work. (Optional.)
c. Uses data to assess student learning to plan for differentiated instruction. (Required.)
d. Documents student progress and provides specific feedback to students and other stakeholders in a variety of ways. (Optional.)

Possible artifacts:

- Assessment and results and explanation of what you learned about the student(s) or about your teaching
- Rubric you’ve created or used
- Informal reading inventory results and analysis
- Examples of student work and your analysis of student understanding or growth
- Student journal as assessment (e.g., science notebook entry)
- Anecdotal records of writing conferences

Outcome 6: Instructional Planning

The teacher:

a. Plans instruction based on state core. (Required.)
b. Aligns instruction and assessment with learning goals. (Required.)
c. Designs instruction at an appropriate level of cognitive complexity for the learning goal. (Optional.)

Possible artifacts:

- Lesson plans or unit plans
- Documentation of how lessons are based on approved curriculum standards
- How you changed a lesson according to the needs of a particular class, small group, or individual
- Documentation that you know how to design instruction that is at an appropriate level of cognitive complexity for the goal of the lesson
Outcome 7: Instructional Strategies

The teacher:

a. Uses a variety of instructional strategies that elicit and build upon students’ prior knowledge and experiences. (Required.)
b. Constructs learning experiences that require students to use multiple forms of communication. (Optional.)
c. Systematically includes a variety of perspectives and sources to inform instruction. (Required.)
d. Uses technologies appropriate for the learning goal. (Required.)

Possible artifacts:
- Evidence of how you have effectively used technology to achieve a teaching or learning goal
- Evidence that you have used instructional strategies that take into consideration students’ prior knowledge and experiences.
- Less documentation that you have included different perspectives and sources to inform your instructional decisions (e.g., different perspectives on the westward movement of European immigrants)

Outcome 8: Reflection and Continuous Growth

The teacher:

a. Participates in professional development. (Required.)
b. Recognizes and reflects upon own biases in order to become a more effective teacher of all students. (Optional.)
c. Reflects on instructional effectiveness to improve subsequent teaching practice. (Required.)
d. Accepts and uses feedback from multiple sources. (Required.)

Possible artifacts:
- 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
- Feedback from a supervisor or cooperating teacher and your response to the feedback
Outcome 9: Leadership and Collaboration

The teacher:

a. Participates as a team member in decision-making processes. (Optional.)
b. Collaborates with school professionals to meet the needs of learners. (Required.)

Possible artifacts:

- Documentation of participation in meetings where student learning data is analyzed and instructional plans are formed collaboratively
- Documentation of participation in team meetings, faculty meeting, etc.
- Evidence of collaboration with school professionals to meet the needs of learners

Outcome 10: Professional and Ethical Behavior

The teacher:

a. Adheres to and upholds laws, rules, policies, and directives. (Required.)
b. Maintains professional behavior and appearance. (Required.)

Possible artifacts:

- Evidence that your maintain a professional appearance (photo of self in professional attire)
- Letter from mentor teacher regarding your demeanor
- Ethics review receipt
- Your student teaching license
Choose artifacts that connect to all of the outcomes

**Instructional Strategies**

The teacher:

a. Uses a variety of instructional strategies that elicit and build upon students' prior knowledge and experiences.

b. Constructs learning experiences that require students to use multiple forms of communication.

c. Systematically includes a variety of perspectives and sources to inform instruction.

d. Uses technologies appropriate for the learning goal.

Artifact A: Sample of student writing, kindergarten

![Artifact A: Sample of student writing, kindergarten](image)
Artifact B: Draw and Tell project

Artifact C: 2-page spread from Native Animals of Utah book
You must describe the artifact and place it in context.

- **Description:**
  - **Artifact A:** In my Level III practicum in a kindergarten classroom in the fall of 2013, I used a strategy called scaffolded writing to support a student who was struggling with writing.
  - **Artifact B:** Draw and Tell insect projects in my first grade student teaching block.
  - **Artifact C:** Native Animals of Utah book, culminating project for a science unit during student teaching in a 4th grade classroom.

You must connect each artifact to at least one outcome. Explain, explicitly, how the artifact matches up with each required outcome.

Artifact A, the kindergarten writing sample, shows that I understand how to use a strategy that builds upon students' prior knowledge and experiences because the student drew about an experience as the basis for deciding what to write. I drew the lines for her to represent the words that she wanted to write, and then she used her letter-sound knowledge to write using invented spelling.

Artifact B, the Draw and Tell photo, shows that I know how to construct learning experiences that require students to use multiple forms of communication and use technologies appropriate for the learning goal. The students drew pictures of the insect they chose to study using a drawing app on the iPad, and then they had a chance to explain their picture and what they learned about the insect in an oral presentation.

Artifact C, the pages from the Utah Native Animals book, shows that I can include a variety of perspectives and sources to inform instruction. For this project, the students used the Hogle Zoo website, books, and other internet-based reading materials to research and write about the native animal that they chose.
Reflection on artifacts

The impact and effectiveness of the artifacts

Scaffolded writing (Artifact A) was an effective way to get this student to write more. Once the lines were drawn for her, and I modeled how to stretch out the sounds in the words she wanted to write, she began using more consonants and even some vowels in her writing.

The iPad Draw and Tell project (Artifact B) was an effective way to incorporate technology. The students each learned at least one unique feature of their insect.

The native animals of Utah book (Artifact C) was effective in that students learned to evaluate web-based resources for accuracy. Their main source of information was the Hogle Zoo website, which we knew was trustworthy. As they found other sites, we talked about how to decide if they had accurate, trustworthy information. Students compared information from different sites and made judgments.

Reflection, continued.

Professional and/or personal growth that occurred as a result of this artifact

These artifacts show that tried different strategies for different grade levels and different levels of learners within grade levels. I learned that strategies don’t have to be complicated technology-based strategies to be effective. The simple act of drawing lines for the kindergartner is an example of a simple, yet effective, strategy (Artifact A).

The iPad artifact (Artifact B) taught me that technology, when judiciously used, can motivate students and provide a unique way for them to communicate their learning. The native animals book (Artifact C) taught me that students, when given effective guidance, can navigate the internet and find accurate information.

Future plans

I intend to continue to seek out new strategies for teaching different areas of the curriculum and different students with different needs. I realize that a vast array of strategies exist, but matching the strategy to the learning goal and learning needs of the student is the most important factor to consider when choosing a strategy.
This presentation and more info here!

- [http://teal.usu.edu/htm/undergraduate-programs/eled/portfolio-information](http://teal.usu.edu/htm/undergraduate-programs/eled/portfolio-information)