

Professional Portfolio

The general definition of any “portfolio” is simply a collection of evidence with a purpose. A professional educator’s portfolio, therefore, is a collection of evidence that demonstrates and explains the knowledge, skill, and dispositions of that educator (therefore, the quality of that educator's work). It offers a more authentic way of capturing the knowledge, skills, and beliefs since it allows educators to provide evidence of how they use their knowledge, skills and demeanor in actual teaching work.

A professional educator’s portfolio can be useful in many ways over the course of a career:

- As a formative and/or summative illustration for teacher educators of a new teacher’s progress and quality of work.
- As a documentation of a teacher’s abilities for exhibit to school personnel or other educational stakeholders during hiring, tenure, or professional development decisions.
- As a way for a teacher to recognize his/her unique qualities and levels of skill over his/her career, which will assist him/her in
 - understanding and consequently directing his/her own continuing professional development in more focused (and more powerful) ways, and
 - being more prepared to articulate and apply that knowledge during interviews, tests, and even day-to-day interactions as an educator.
- As a way of understanding the process of portfolio creation and what makes powerful evidence and reflections, which will assist a teacher in using the portfolio assessment method with students in schools.

Structure of the LIU POST Educator Portfolio

Part I: Introduction

Cover page - Student Teacher's name and certification title

Table of Contents

Credentials - Resume, transcripts/tests

Philosophy of Education Statement

Part II: Standards of Teacher Skills/Knowledge (Health or Physical Education)

Each of the following sections should begin with a tabbed section divider and brief, written overview of that Standard. Each artifact within a section should be linked to a Standard and an accompanying rationale that explains how the evidence demonstrates the educator’s level of competence with that particular Standard. There should be 3 artifacts for each standard and the rationales should be typed on one page and placed in front of the artifacts.

The Learner and Learning

Content Knowledge

Instructional Practice

Professional Responsibility

Final portfolios should offer a polished, professional presentation for the reader/viewer with powerful evidence, in-depth reflections, accurate editing, and attention to aesthetics.