DEVELOPING A PROFESSIONAL PORTFOLIO

During your teacher education program in Curriculum & Instruction, you are responsible for assembling a professional educator's portfolio. Your portfolio's development will be a focus of your student teaching semester (Graduate students may elect to have it count as their "final project"), but we encourage <u>all</u> students (Undergraduate and Graduate) to begin creating it as soon as they begin their teacher education program at Post.

What is a professional educator's portfolio? Portfolios are generally defined as *a collection of selected evidence that makes a compelling argument for some purpose.* In a professional educator's portfolio, your purpose is to demonstrate to others the strengths that you offer as an educator in your specialty area (childhood education, math education, art education, etc.) in terms of your skills, knowledge, and philosophy. Note that the definition includes the phrase "selected evidence" – your portfolio will not simply be a compendium of all you have ever done and thought, but a subset of evidence that makes a compelling argument for your skills, knowledge, and dispositions as an excellent educator.

What do you mean by "evidence"? In this case, evidence means *those things that demonstrate the ways in which you are developing into an effective educator.* Many types of products might make effective evidence of such skills, for example: lesson or unit plans that you have written, a floor plan for your "ideal classroom", a worksheet or webquest or assignment that you created, a case study of a child or set of children, etc. Eventually, copies of students' work (with students' last names removed) or photos of students doing classroom work (you must get written permission for photos) can be powerful. (These are just some typical products that might be included. There is a long list of other possible types of evidence included later in this packet.) Be aware that the occasional piece of evidence from events or lessons that did *not* go well might be used very effectively to help demonstrate what you have learned from those experiences.

You do not need to have already used these things with students, nor do you have to have produced them for a course in your teacher education program - you may simply create them. However, if you *have* worked with students or created polished products through your classes that demonstrate your skills or good qualities, those things might make good pieces of evidence! Some of the faculty here at Post may even tell you that specific assignments from their courses would make effective artifacts for your portfolio. The bottom line, however, is that anything that shows that you have the skills, understandings, attitudes, and qualities that make you an effective educator can be included. The choices about what will eventually be showcased in your portfolio are up to you.

When should I begin working on my portfolio? You do not *have* to create your portfolio until an instructor requests that you do so. That will definitely happen during student teaching, but it should also happen in earlier courses. **Again, the earlier you start this process, the better.** Because you want to record your accomplishments and growth as an educator across your teacher education program, you should not wait until student teaching to start. Begin early to create, collect, and write about evidence of your abilities and skills over time.

But what if I just started the program - what skills can I demonstrate so early? Just because it is early in your education does not mean that you are a blank slate. If you sit and think about it, there are probably some things that you know already about what you do (or do not!) want to do as an educator. You already have beliefs about students and good schooling, and you may already have some communication, organization, or teaching skills. You also will be creating educational products in each of the courses in your program, so think about what those demonstrate about you.   Additionally, you can start to research and create educational activities or lesson plans or assessments whenever you like.

What are the benefits to creating portfolios?   A portfolio is a more authentic demonstration of performance-based abilities (like teaching) than is a pen-and-paper test. It lets you show a more complete picture of yourself, and captures real-world use of your skills. In this case, then, a portfolio helps you to *demonstrate* your progress as you develop the subject matter knowledge, the pedagogical skills, and the attitudes you need as an effective educator. In addition, it will help you become a proactive force in your own professional development because you will be able to measure and examine your own growth over time to appreciate what you have accomplished as well as to identify areas in which you want to pursue further growth. Because it will help you to know yourself very well, the process of creating your portfolio will assist you in preparing for eventual job interviews. Many educators take a presentation portfolio on job interviews so they can show examples of their skills to interviewers. Lastly, producing a portfolio also helps you understand the process that your future students will go through, should you elect to use portfolios as part of the assessment strategies used in your classroom.

For all of these reasons, a portfolio is a good thing for *all* C.W. Post Education students to produce, and therefore it is a required part of some of our courses. Graduate students have one more reason to create one, however.   New York State regulations require either a thesis, comprehensive exam, or final project to earn a master's degree - this portfolio is the "final project" option that they may elect in lieu of the thesis or comprehensive exam in education.

So how do I start?   Read through the mandated format that your portfolio will need to take (see the outline in this packet). The major sections for your portfolio are noted in bold. An explanation of this structure follows:

First, you need a **cover sheet** that prominently features your name and certification area. (Some people like to get creative here so that they stand out immediately, others are more subdued.) Next, there should be a **table of contents** so a reader has an overall understanding of the portfolio's structure (do not use page numbers for your evidence unless you wish to be forever changing your TOC). A **credentials** section follows - this is where you put a resume, your transcripts and certification examination results if you wish, special awards and honors, etc. Next, you need a **Philosophy of Education statement**. This is a 1-2 pp narrative that highlights some of the *major* things that you want others to know about your beliefs and skills as an educator. (You might start by thinking about your answers to questions such as: What are some of your main beliefs about students and effective schooling? What are some of the reasons that you believe that your certification area is important? What are the main goals you have for students? What are some of the important qualities you offer as an effective teacher in that certification area and how will they impact the students you will teach? What are some of the

main strategies you will be using in your classroom, and why? Why did you want to become a teacher?)

After your Philosophy of Education, your portfolio will be divided into **four major sections** in which you will place evidence that demonstrates your array of skills, knowledge, and dispositions in those four areas - the areas are **"The Learner and Learning", "Content Knowledge", "Instructional Practice", and "Professional Responsibility".** Under those four areas, we are using 10 teaching standards that were created for new teachers as the organizers for specific skills. The 10 <u>INTASC Standards</u> were developed by a national body of educators (the Interstate New Teacher Assessment and Support Consortium) as the benchmarks of skills, understandings, and dispositions that new teachers should be growing toward. Like most standards, they are written broadly, so we have also included a list of the skills relevant to each of the four sections at the end of this packet. Try to capture or create evidence that demonstrates your use of those specific skills.

Think about your growing skills and knowledge as you move through the program. As you create products for your courses, polish them with your instructors' feedback in mind and begin to collect them. Add pieces of evidence that you create outside of your courses. Start a file system to organize your evidence relative to the INTASC Standards to which they seem most related. For each piece of evidence, write a reflective paragraph (also called a reflective cover sheet or reflective caption) explaining <u>what this evidence is</u> and, more importantly, <u>what you believe it best demonstrates about you</u> *relative to the Standard to which you are choosing to match it*.   These reflections need to frame your reasons for including that particular piece of evidence in light of the skills you are trying to emphasize. This highlights and frames specific professional skills and attributes for the portfolio viewers (and for yourself). Note: The Campbell, et al, portfolio book cited on the last page of this packet (sold every semester in the campus bookstore) offers wonderful examples of evidence and reflective narratives for each Standard. It is smart to buy it as you being this process.

Eventually, begin putting your strongest materials into a 2.5 or 3 inch (spine width) binder as your "presentation portfolio" (art educators should use larger format artists' portfolios). Think about the skills that you want to represent about yourself and then decide upon the products that best evidence them. Consider inserting evidence and reflections into clear plastic binder insert pockets that will help protect them, rather than simply hole punching the originals and clipping them in directly.   By the time you finish student teaching, you will need at least 1<u> strong piece of evidence for *each standard*</u> in your presentation portfolio. Write a one paragraph overview for each of the 4 main sections that summarizes the skills you are demonstrating in that section for the portfolio reader. We have put some example portfolios on Reserve in the Libraries at both Post and Brentwood – although they are black and white because they are copies (and possibly spiral bound instead of a binder), you can certainly use them to get an idea of what you are aiming for. (Art Education students should see the Art Department for example portfolios.) Additionally, you might wish to examine some online portfolios to see what evidence people choose to use and how well the evidence and reflections highlight the specific skills and attributes of those educators.

Over time, try to provide a variety of types of evidence and to create a visually appealing portfolio. Provide a neat and professional look, make sure you have appropriate spelling and

grammar, and include graphics and color. Some people use one particular color of paper or stationery for captions and section dividers, to help the reader find them easily. Others use quotations or graphics to distinguish their section dividers. How creative you get depends on your personal style. By the way, some educators across the country have put their portfolios online or onto CD/DVD. While the Department is not recommending that you do that, if you have good technology skills you might consider the ways in which they could be demonstrated in your portfolio (but have a back-up hard copy as well).

Required Portfolio Format
Department of Curriculum and Instruction

- **Cover Sheet**
- **Table of Contents**
- **Credentials (resume, transcripts of desired, special awards/honors)**
- **Philosophy of Education Statement**
- **4 sections of new teacher standards and evidence as follows:**

- **Domain I - The Learner and Learning**

  By the end of Student teaching, include one piece of evidence for each standard (with captions), and write an overview for each section:
    - Standard #1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

    - Standard #2: Learner Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

    - Standard #3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

- **Domain II - Content**

  By the end of Student teaching, include one piece of evidence for each standard (with captions), and write an overview for each section:
    - Standard #4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

    - Standard #5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

- **Domain III - Instructional Practice**
  By the end of Student teaching, include one piece of evidence for each standard (with captions), and write an overview for each section:

  - Standard #6: Assessment: The teache**r** understands and uses multiple modes of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

  - Standard #7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

  - Standard #8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

- **Domain IV - Professional Responsibility**
  By the end of Student teaching, include one piece of evidence for each standard (with captions), and write an overview for each section:

  - Standard #9: Professional Learning and Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, parents, other professionals, and the community), and adapts practice to meet the needs of the learner.

  - Standard #10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

<u>**Skills Related to Each Section of the Beginning Teacher Standards**</u>

The bullets on each of these pages can help you understand what the InTasc principles mean and look/sound like in the real world of classroom life. As you consider items for inclusion in different sections of the portfolio, think about the extent to which the items match some of the bullets. The bullets can also help you think about powerful educational language for the rationale statements that will go along with your evidence items (be careful, however, NOT to plagiarize – you cannot simply lift whole portions of these bullets and insert them into your rationale statements).

Domain I - The Learner and Learning
(INTASC Standards 1, 2 & 3)

<u>Standard #1: Learner Development</u>

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

  a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
  b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
  c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

<u>Standard #2: Learner Differences</u>

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

  a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

d) The teacher manages the learning environment to actively and equitably and gauge learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Domain II - Content Knowledge
(INTASC Standards 4 & 5)

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.

d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.

f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in discipline, and appropriateness for his/her learners.

g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.

i) The teacher accesses school and/or district–based resources to evaluate the learner's content knowledge in their primary language.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

b) The teacher engages learners in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
c) The teacher facilitates learners use of current tools and resources to maximize content learning in varied contexts.
d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
h) The teacher develops and implements supports for learner literacy development across content areas.

Domain III - Instructional Practice
(INTASC Standards 6, 7, & 8)

Standard #6: Assessment

The teacher understands and uses multiple modes of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

a) The teacher balances the use of formative and summative assessment to support, verify, and document learning.
b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
f) the teacher models and structures processes to guide learners in examining their own thinking and learning as well as the performance of others.
g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.
h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
f) The teacher evaluates plans in relation to short–and long–range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
f) The teacher engages all learners in developing higher-order questioning skills and metacognitive processes.
g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Domain IV - Professional Responsibility
(INTASC Standards 9 & 10)

Also includes the demonstration of initiative, reliability and punctuality, and a cooperative spirit; as well as articulating a philosophy of teaching that supports student learning and well-being.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, parents, other professionals, and the community), and adapts practice to meet the needs of the learner.

a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
b) the teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem–solving.
e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology   including appropriate documentation of sources and respect for others in the use of social media.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision-making and accountability for each student's learning.
b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
c) The teacher engages collaboratively in the school–wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.
f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
h) The teacher uses and generates meaningful research on education issues and policies.
i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional development activities, and to serve in other leadership roles.
j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

<p style="text-align:center">PORTFOLIO CHECKLIST</p>

<p style="text-align:center">Department of Curriculum & Instruction</p>

This checklist contains all of the required elements for your teaching portfolio. Your portfolio should be assembled in the order reflected in the checklist, with sections of INTASC Domains clearly tabbed so that they are easily found. <u>You may (and should) include other items beyond the required elements</u> (such as additional artifacts with accompanying rationales).

Introductory Information

_____ Cover Sheet (Student Name, Certification Sought)
_____ Table of Contents
_____ Resume
_____ Philosophy of Education Statement

Place unbound inside front cover of portfolio:
_____Current LIU Transcript
_____NYSTCE Certification Test Score Reports (LAST, ATW-W, and CST)

> **Note: If any of the tests has not yet been taken, a note to that effect must accompany the score report(s) for the tests that are completed. The note must state when the remaining test(s) will be taken, and it is the student teacher's responsibility to send a copy of the final score report to Ms. Scheu in the Department of Curriculum & Instruction, once the final score report has been received.**

INTASC Standard Domains (4 sections)
        Each section will require a brief overview of how these skills are important to educators and your
        connection to them. You will then need to provide a *minimum* of one piece of evidence (with
        accompanying reflective statement) for each standard.

_____ **Overview Sheet for Domain I (The Learner and Learning)**

      _____ Rationale for Artifact for **Standard 1:** (Learner Development)
      _____ Artifact for **Standard 1**: _____

      _____ Rationale for Artifact for **Standard 2:** (Learning Differences)
      _____ Artifact for **Standard 2**: _____

      _____ Rationale for Artifact for **Standard 3:** (Learning Environments)
      _____ Artifact for **Standard 3**: _____

_____ Overview Sheet for Domain II (Content Knowledge)

    _____ Rationale for Artifact for **Standard 4:** (Content Knowledge)
    _____ Artifact for **Standard 4**: _____

    _____ Rationale for Artifact for **Standard 5:** (Application of Content)
    _____ Artifact for **Standard 5**: _____
    *** **NOTE**: Be certain that your artifact demonstrates Critical Thinking Skills

_____ Overview Sheet for Domain III (Instructional Practice)

    _____ Rationale for Artifact for **Standard 6:** (Assessment)
    _____ Artifact for **Standard 6**: _____

    _____ Rationale for Artifact for **Standard 7** (Planning for Instruction)
    _____ Artifact for **Standard 7**: _____

    _____ Rationale for Artifact for **Standard 8** (Instructional Strategies)
    _____ Artifact for **Standard 8**: _____

_____ Overview Sheet for Domain IV (Professional Responsibility)

    _____ Rationale for Artifact for **Standard 9** (Professional Learning and Ethical Practice)
    _____ Artifact for **Standard 9**:
_____
    *** **NOTE:** Be certain that your artifact demonstrates Skills for Lifelong Learning

    _____ Rationale for Artifact for **Standard 10** (Leadership and Collaboration)
    _____ Artifact for **Standard 10**:
_____

Optional Closing Statement

What types of evidence/artifacts might you include in your portfolio?*

Anecdotal records	Letters to parents
Article/book critiques	Management/organization strategies or paper
Articulation of classroom rules/procedures/routines	Media/technology competencies
Assignment/project descriptions for students	Meeting/workshop notes
Awards/certificates	Observation reports
Bulletin board ideas (especially interactive bb's)	Recommendation letters/thank you letters
Case studies or case study critiques	Peer critiques
Classroom management philosophy	Philosophy statements/position papers
Classroom or parental newsletter	Pictures (of you, of students/children with permission)
Community resource list (or philosophy on why/how to use such recourses)	Problem-solving log/Success log
Cooperative learning assignment or paper	Professional organization membership/work
Copies (or photos) of student work	Professional reading lists/annotated bibliographies
Curriculum plans or overviews	Project outlines/timelines for students
Essays/papers on education topics/issues	Research papers
Evaluations of educational materials (texts, current literature, software, etc.)	Rubrics for student assignments/projects
Field trip plans	Self-assessment instruments (especially if used)
Fieldwork observations	Strategies for meeting the needs of all learners
Floor plan for an effective classroom	Student contracts
Grading policy and philosophy	Teacher-made materials or equipment (photos if nec.)
Hardcopies of websites that you have developed	Tests/writing/projects showing content knowledge
Individualized plans you develop (for fictional or actual students)	Volunteer experience descriptions
Interdisciplinary unit plans	Video clips of your teaching
Interview transcripts/summaries (of students/ children, teachers, parents, administrators)	Work experience descriptions
Journal entries	Worksheets
Lesson plans	

This list is adapted from Campbell, D.M., Cignetti, P.B., Melenyzer, B.J., Nettles, D.H., & Wyman, R.M. (2004). How to develop a professional portfolio: A manual for teachers (4th Ed). Boston, MA: Pearson.

It is NOT an exhaustive list of possibilities, so we are providing some workspace below in which you can capture ideas of your own for products that might make good evidence of your skills.

Other ideas:	