

# Portfolio Products

By the end of the session participants will be able to:

- state various methods to create a portfolio
- explain what a portfolio is
- explain what artifacts go in a portfolio

# What is a Portfolio?

**A selection of artifacts and reflective entries representing a teacher's professional experiences, competencies, and growth over a period of time.**

**Pat Costantino Marie DeLorenzo  
Developing A Professional Portfolio**



# Methods to Create a Portfolio

Binder

Website - Wiki, GoogleSites, Glogster

Powerpoint

# Evaluation Portfolio

- **Organized by the 6 Teaching Standards**
- **Collect artifacts and write reflections during non-evaluation years**
- **Write reflections based on the PGS Book Meets Standard Charts (pgs. A1 – A11)**
- **Present to your administrator during your evaluation year**

# Standard 1 - Teachers are committed to students and their learning.

Evidence of beliefs, commitment and tenacity:

- Logs of meetings with students
- Criteria for Success/rubrics with projects/assignments
- Communications with parents for the purpose of helping students to improve their academic performance
- Feedback on student work
- Records of data analysis of individual or class of students
- Re-teaching and re-assessment opportunities
- Student work samples over time and/or portfolios
- Unit of long-term lesson plans
- Examples of differentiated assignments
- Descriptive feedback to students
- Print-outs from Edline
- Study guides

Focus Question:

How have you demonstrated the key messages?

- This is important.
- You can do it.
- I won't give up on you.

# **Standard 2 - Teachers know the subjects they teach and how to teach those subjects to students.**

**Evidence of knowledge, planning skills and successful instruction:**

- **Unit or long-term lesson plans and materials designed to support those plans**
- **Annotated portfolio of support materials (beyond curriculum guides) to convey mastery of key information**
- **Formative assessments**
- **Material designed to teach critical thinking skills**
- **Evidence of differentiation strategies**
- **Evidence of completion of SST 1, SST2, OAT courses**
- **Structured lesson plans that include:**
  - **Mastery Objectives**
  - **Clear explanations**
  - **High level questioning**
  - **Processing time for students**
  - **Relevant activities**

## **Focus Questions:**

**How have you demonstrated subject area knowledge?**

**How do you convey that knowledge clearly to students?**

# Standard 3 -Teachers are responsible for establishing and managing student learning in a positive learning environment.

Evidence of climate, management, and family partnerships:

- Positive feedback to students and parents
- Examples of how you incorporate technology into your classroom instruction
- Walkthroughs (high expectations, relationships)
- Records of communication to parents
- Posting of clear expectations and rules
- Current displays of student work
- Student and parent survey data
- Evidence of on-going, mutual parent communication
- Students working productively in cooperative groups
- Peer reflections that directly relate to establishing and managing student learning

**Focus Question:**

**How do you establish a positive classroom climate and a respectful productive partnership with families?**

# **Standard 4 - Teachers continually assess student progress, analyze the results and adapt instruction to improve student achievement.**

**Evidence of assessment, analysis and adaptation of instruction:**

- **Assessment samples (pre/formative/summative)**
- **Logs, minutes and records of content-team meetings and PLC meetings that relate to data analysis and differentiated instruction.**
- **Page from your grade book**
- **Demonstrating that instruction is adapted in response to pre-assessment and assessment during lessons.**
- **Producing meaningful assessment using varied tools (formal and informal)**
- **Provide timely feedback to students on assessments with suggestions for improvement.**
- **Re-assessment opportunities**
- **Evidence of peer-editing**
- **County, State, National test information**

**Focus Question:**

**How do you use a variety of instructional and assessment techniques to improve student achievement?**



# Standard 5 - Teachers are committed to continuous improvement and professional development

Evidence of reflection and collaboration for personal growth:

- Professional Development Plan
- Log of professional development activities
  - 16 hour Flex Time
  - Individually Managed Time
- Evidence of growth from Refueling sessions, faculty meetings, PLC meetings, Content team meetings
- Evidence of graduate credit, CPD's, PDO opportunities
- Peer visit with reflection documentation
- Enrolling in MCPS workshops or nation-wide conferences offered
- Seeking advice from Staff Development Teacher on opportunities for professional development
- Participation in National Board Certification or Take One.
- Presenting at and attending local and national education conferences
- Membership of national associations

Focus Question:

How do you demonstrate that you are an active member in a learning community?

# Standard 6 - Teachers exhibit a high degree of professionalism.

Evidence of leadership, professionalism and routines:

- Documentation that validates performing duties and supporting school priorities outside the classroom.
- Letter of thanks for participation in initiatives/activities inside and outside of school
- Personal calendar with evidence of committee participation, presentations, house meetings, content team meetings, etc.
- Serving on committees that support school-community ties
- Evidence of leadership roles in the school
- Mentors new teachers
- Supports colleagues with professional growth

**Focus Questions:**

How do you demonstrate that you support the school vision and SIP plan?

How do you contribute to the positive functioning of the school?

# *Electronic Portfolio*

*Wikispaces*

*Glogster*

*Scribd*

*Google Documents*

# *Resources for Online Sites*

*Wikispaces*

*Glogster*

*Scribd*

*Google Documents*