How to Build Your Program Portfolio

Why complete a portfolio?

The objective of the program portfolio assessment is documentation of your mastery of the core and the program outcomes of the Piedmont College School of Education. Undergraduate students and certification-only students are required to provide evidence for the first ten Core Candidate Learning Outcomes (CCLO); graduate students provide evidence for all fourteen. The following ideas are offered as suggestions as to how to approach this milestone in your professional development.

How do I set up my portfolio?

1. Include a cover sheet with your name, an indication of your field of certification, your advisor, and the date submitted.
2. In a three ring binder, divide your portfolio notebook into 10 sections (14 sections for graduate candidates) with tabs and label each with a CCLO (i.e. Learning Environment, Subject Matter, etc.).
3. For each section provide one artifact that demonstrates your mastery of the outcome. These artifacts should be exemplars representing your *best* work and performance. These artifacts may come from any program course work and your student teaching experience. For each artifact within the portfolio, candidates will include a one-page maximum written reflection. This written piece will be placed in front of each artifact and serve as an "explanation" for the evaluator. At minimum, you should include an explanation of what the artifact is (if it came from a class, your work in schools, an original work, etc.) and most important, WHY you include it as evidence of your mastery of the corresponding CCLO.
4. Use the *Program Portfolio Evaluation* rubric to guide your selections and the development of the portfolio. The evaluation of the portfolio by college faculty will be used as a part of the determination of the final completion of your program of study.
5. Drafts of your program portfolio will be reviewed in the third and fourth meetings of EDUC 4498 to assess your progress. The final portfolio is due to your instructor during the last week of class.
6. Each reflection will be evaluated on a 4-point scale. The final score will be doubled for a total of 80 possible points.

What should I *do* when building my Portfolio?

- *Start now!* The official due date approximately coincides with your Full Time (solo) teaching. It will be an extremely stressful time. It will be even more stressful if you have this major project to complete at the same time.

- Read the Portfolio rubric carefully. Know what the CCLO states and what is expected to demonstrate proficiency. Tell what you know, have learned, believe and/or value about the CCLO in your introduction.
- Select your artifacts carefully: How does the artifact demonstrate your mastery of the CCLO?
- Include one artifact for each section. There is no limit to the number of pages in an artifact. (A classroom diagram, pictures, and description can count as one artifact. A lesson plan with worksheets and assessments can count as one artifact.)
- Double check your introduction and artifacts against the rubric.
- Reread everything in your portfolio to check for typing/spelling mistakes, proper grammar, and punctuation.
- Include projects done for Piedmont classes.
- Consider using part of your Classroom Management Plan and/or Capstone for different parts of your portfolio.
- Make your portfolio reflect all you have learned while taking courses at Piedmont.
- Ask your Piedmont faculty members for clarification and guidance as the portfolio is constructed.

Is there anything I should _avoid_ as I build my Portfolio?

- Do not include handouts from classes, articles or documents created by other people without commentary or appropriate citation.
- Do not assume that the person scoring the portfolio knows you and has seen you teach. Your Portfolio will be rated on its own merit.
- Do not include more than one artifact per section.
- Do not present a photograph, blank test protocol, room diagram, etc, without supporting text to explain how it relates to the CCLO.

Specifically what artifacts are appropriate to each section?

A wide variety of artifacts are acceptable for each section, and some, like lesson plans or unit plans, may cover several sections or CCLOs. It is up to you to choose which CCLO is best reflected by a given artifact. The point of each artifact is to demonstrate your depth of understanding of each CCLO. The following suggestions do not in any way exhaust all possibilities.

1. **Learning Environment**
   What elements make up an inviting, structured, democratic learning environment?
   - Picture or diagram of classroom _with detailed explanation as to how it exemplifies your beliefs regarding learning environments._
   - Letter of praise from parent that exemplifies how his or her child benefited from being in your instructional environment.

- Part of Classroom Management Plan describing learning environment, philosophy, and/or rules and explanations
- Project, paper, or PowerPoint presentation dealing with creating a caring learning environment and/or ideas of a *democratic classroom.*

2. Subject Matter
Do you know the material you are responsible for teaching? How do you inspire students to want to know more?
- Detailed lesson plan or unit plan
- Instructional activities, projects, materials, or samples of student work with explanation of why they are examples of good instructional practices.
- Writing assignment with rubric including student work samples and how the rubric was applied
- Games, PowerPoint, WebQuest, etc. that highlight your understanding of central concepts or modes of inquiry

3. Student Learning
Focus on developmental characteristics of students and how students learn.
- Photo of students engaged in lesson with explanation of how it demonstrates how your instruction is capitalizing on your students' learning characteristics.
- Observation notes or letter from supervisor or mentor teacher that highlight your understanding of student learning characteristics.
- Lesson plan with developmentally appropriate strategies
- Routines and procedures section of Classroom Management Plan with reference to their developmental appropriateness.
- Description of developmentally appropriate lesson plan with examples of student work

4. Diversity
What do you know about diversity and the characteristics of your students and how do you differentiate instruction?
- Class description with photo and discussion of how knowledge of the class' diversity will inform your instruction.
- Learner characteristics and what these mean to you as you plan instruction.
- Lesson plan, instructional activity, project or assessment that demonstrates differentiated instruction.
- SST, IEP or RTI meeting notes, description, and/or reflection as to how factors discussed in the meeting will affect instructional decisions. *Important! Ensure that personal student information is redacted from any meeting notes!*
- Remediation/enrichment strategies

5. **Instructional Strategies**
   What teaching techniques enhance student learning?
   - Effective instructional strategies, e.g. how you used a graphic organizer in a lesson including student samples of a completed graphic organizer and the final product.
   - PowerPoint presentation with guided notes, WebQuest, etc.
   - A detailed lesson plan
   - Example of project, collaborative learning, learning centers, investigations, experiments, writing assignments, research demonstrating how it will develop critical thinking, performance skills or content knowledge.

6. **Assessment Strategies**
   What are some ways to find out what your students know, and how will you use it to inform your instruction?
   - Post Test created for a unit with a discussion of how it was an effective assessment
   - Formative assessment with discussion of how plans were or could be modified as a result of student performance
   - Pre-test, analysis of results and discussion of how it guided instruction
   - Assessments created in an Assessment course
   - Reading Assessments with a discussion of how the results will drive instruction
   - Photos of student presentations, posters, projects that were used as an assessment
   - Rubric created to evaluate writing assignment, student presentation, poster, PowerPoint, etc. with description of project and instructional objectives.

7. **Communication**
   This objective focuses on communication in the classroom as well as with parents and the use of technology for instruction and communication.
   - Communications with parents (e.g. introductory letters, a set of notes regarding a student's issue).
   - PowerPoint or SmartBoard presentation linked to unit of instruction that you have created.
   - A lesson including a Graphic Organizer and student work samples at each step in the process.
   - Class website to which you have made a significant contribution
   - Brochure or newsletter that you have created or to which you have made a significant contribution.

- A lesson of your devising that results in PowerPoint presentations or projects created by students using technology

8. **Research**
How does the field of educational research inform your instruction? How do you use its tools to investigate your own teaching?

- A formal research paper that you completed in a previous class
- A completed case study from the reading course where you administered the IRI (Informal Reading Inventory).
- Your reflection on a research paper or a journal critique and how it might impact your instruction
- Anecdotal notes taken while listening to a student read with an analysis reflecting familiarity with the literature
- A pretest-instruction-posttest data set from the whole class on an instructional unit that you worked on
- *With the permission of your host teacher and the administration* of your school you may include data from an RTI, individual academic intervention or behavioral intervention that *was initiated by school personnel following school protocol,* with intervention description AND the removal of any information that could personally identify the student in question

Please do not:
- Initiate your own intervention with a student for the purpose of the portfolio. If you feel strongly that a student would benefit from individual attention for academic or behavioral reasons, you must address this through your host teacher and the prescribed school procedures.

9. **Reflection and Professional Development**
How do you think about what you are doing? How do you keep current with the field of education?
- Reflections from Reflection Journal
- Notes from grade level or subject area team meeting with your reactions or description of how the topics discussed will affect your instruction.
- Summary of professional development activity and how the topics discussed will affect your instruction.
- Feedback from mentor teacher or peers and your reaction to suggestions
- Review or discussion of book or article and how it helped you

10. **Collaboration**
How do you work collaboratively with others to foster educational growth?

- Minutes from team meetings or staff meetings in which you made a contribution
- Summary and reflection of parent conference(s) to which you made a contribution
- Evidence of collaborative lesson planning of or presentation to a class of students or peers.
- Documentation or Reflections on your participation in field trips, special events, after school activities or tutoring showing how you collaborated with a colleague to make the event support classroom activities.

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11. **Constructivist Practices**

Showcase methods that help students learn how to learn and become active participants in the learning process. The opposite would be methods where the teacher or the text is the primary informational authority.

- Student-focused activities, experiences, lessons, projects, or work samples
- Reflections from Learning & Cognition, Educational Assessment, or other courses that focus on thinking and reasoning
- Demonstrate application of Bloom's Taxonomy using student questioning, lesson planning, or other opportunities.
- Demonstrate strategies for connecting to students' prior knowledge through short stories, interviews, graphic organizers, murals, collages, models, or other student ideas.

12. Informed Teachers
How do you stay current with educational research, policies and laws affecting education?

- Demonstrate the integration of state or national standards into lessons (example: National Council of Teachers of Mathematics, Council for Exceptional Children, etc.)
- Your own analysis of recent legislation or trends in education, perhaps bringing information from professional sources to address educational issues in the news.
- Demonstrate how your instruction has improved through self-reflection, anecdotal notes from the supervisor, improved student grades and scores, etc.
- Notes and Reflections resulting from participating in conferences, staff development, workshops, or graduate coursework that focuses on research-driven instruction or state and national policies

13. Scholarly Work
How do you share what you know with your fellow educators?

- A scholarly paper, including APA citations, of which you are proud
- A paper that includes descriptions and reflections with depth, breadth, clarity, and accuracy
- A project or lesson that you created in Critical Thinking & Creativity
- A lesson, unit, etc. which is original with methods supported by research.
- Reflections on or notes from a presentation that you made to peers at a conference, faculty meeting or to fellow students at Piedmont.

14. Ethical and Legal Awareness
Demonstrate that you know the right thing to do.

- Reflection on growth in strengths or improvement of weaknesses in the areas of ethics or legal awareness as noted in the Teacher Education Interview using the Dispositions Scale as an index
- Reflection on anticipated personal challenges as a new teacher relative to the Code of Ethics from the Professional Standards Commission (www.gapsc.com)
- Reflection on county or school forms regarding the ethics of testing procedures or internet use.
- Description of ethical and legal safeguards built into research studies you may have conducted, or those evident in a reviewed research article.
- Paper or personal commentary on a current ethical or legal issue relating to current school-community issues (e.g. prayer in schools, teaching about birth control, drug awareness)
- Discussion of student or parent rights regarding discipline, the Student Support Team process, the Response to Intervention process, or Special Education