Creating Electronic Professional Portfolios  
Aligned to Your State Teaching Standards

Leigh Zeitz, Ph.D. Leigh.Zeitz@uni.edu  http://www.leighzeitz.org

Portfolios: Why?
– Based on learning research
– Evaluation occurs best in authentic contexts
– Captures complexities of teaching
– Robust and flexible
– Captures and advances what teachers know and can do.
– Promotes professional development of teachers

Portfolios: Terms
– Folio - Collection of ALL your work
– Portfolio - Group of artifacts selected for a specific purpose/audience
– Artifacts - Samples of teaching work
– Standards - Criteria used to evaluate professional skills

Essential Portfolio Features
– Purposeful and structured
– Contains student and teacher work
– Show teaching and learning over time and across contexts
– Stimulates and reveals reflection
– Collaborative undertaking
– Advances teacher and student learning

Teaching Portfolio
– Presents information about a teacher’s effectiveness
– Educational organizations define categories
– Teacher selects work samples.
– Content: Evaluator/teacher specified
– Varies in size
– Audience: Educational organization/public
– Evaluated by formal rubric.

Portfolio Formats
– Paper – Usually in notebook or file box.
– Electronic – Combination paper and video/electronic artifacts
– Digital – All documents and artifacts are digitized. Usually on CD or Web.

Portfolio Organization Systems
– Standards-Indexed
  – Standards are Central
  – Standards Organize the Artifacts
– Standards-Referenced
  – Artifacts are Central
  – Artifacts are Related to Standards

How to Build a Portfolio
– Identify the purpose of the portfolio
– Identify the format
– Articulate a philosophy
– Set goals
– Collect artifacts
– Write reflective commentaries
– Organize the portfolio
– Pilot test the portfolio/Revise
– Present the portfolio

Articulate a Philosophy
– Foundation for teacher practice
– Frame of Reference
– Beliefs and styles
– Reflect on professional standards
– Form may be paragraph or bullets
– Useful to use writing prompts

Collect Artifacts
– Tangible evidence of teaching/learning
– Identify possible artifacts to support evaluation
  – Teacher work samples
  – Student work samples
  – Information from others
  – Information about oneself
– Select what best illustrates his/her accomplishments

Write Reflective Commentaries
– Provides background and context
– Insight into thinking behind your teaching
– Examine teaching documented in portfolio and reflect on what teacher and students learned.
– Only a scrapbook without the reflections
Reflective Prompts
- What? (Describe)
  - Describe the artifact
  - More complete than caption
- So what? (Analyze)
  - Analyze the artifact
  - What occurred during the event?
- Now what? (Plan)
  - How did this affect you?
  - How is your future affected by this?

The Parts of the Portfolio
- Opening Page
- Artifact/Standards Matrix
- Specific Standards/Criteria Pages
- Artifact Pages
  - Reflections
  - Criteria Connections
  - Actual Artifacts

California Teaching Standards
Standard One: Engaging and Supporting All Students in Learning
Student work samples, Lesson Plans (explaining how you addressed ALL students), Observations by others

Standard Two: Creating and Maintaining an Effective Environment
Classroom management plan, Classroom rules, Seating charts, Daily schedule, Class Web site, Observations by others, Communication (Newsletters, Letters to/from student/parents, Memos, P-T conferences)

Standard Three: Understanding and Organizing Subject Matter for Student Learning
Class Web site, Resume, Transcripts, Awards, Webquests, Teaching Evaluations, Special skills or knowledge relevant to your subject area, Relevant workshops/courses taken, Observations by others

Standard Four: Planning Instruction and Designing Learning Experiences for all Students
Lesson plans accompanied student work and aligned with content standards. Class Web site, Observations by others

Standard Five: Assessing Student Learning
Anecdotal records, Student evaluation plans, IEPs, Evaluations of student work, Rubrics, Student portfolios, Student journal entries, Parent/teacher/student conferences

Standard Six: Developing as a Professional Educator
Educational Philosophy, Goals (short term and long term), Reflective statements, Longitudinal description of learning environment, Presentations at conferences, Attending conferences, Attending workshops, Earned Degrees, Professional development records, Relevant workshops/courses taken

Leigh E. Zeitz, Ph.D.
zeitz@uni.edu
www.leighzeitz.org

For more information about EPTP: Educational Professional Teaching Portfolio visit our website at http://www.leighzeitz.org/eptp