

Professional Teaching Portfolios 2016-2017

Mary Truxaw's Advisees

Your professional teaching portfolio should reflect your beliefs and showcase your practices, demonstrating an alignment between the two. It should highlight your growth over your three years in the IB/M program and demonstrate that you are ready to teach professionally. Due to the individual nature of the portfolio, don't stress about following a particular format. Remember, however, that visual appeal matters. For example, use labeled tabs to help readers find the different kinds of artifacts you'll include. The resulting document will have two main purposes:

- 1) It will serve as part of your "comprehensive exam" for your master's year (along with your inquiry project).
- 2) It will be a valuable resource during the process of applying and interviewing for teaching positions.

The portfolio *must* contain each of the following elements:

1. **A Resume** – You will email a draft of your professional resume to me before the end of winter break and I will review and provide feedback via email. You will get more useful feedback from me if you find a good proofreader who can catch low-level typos or issues of word choice, letting me focus on addressing issues that one of your peers might not be able to do for you.
2. **Evidence of academic background/content knowledge** – for example:
 - Transcripts
 - Documentation of appropriate licensure tests (e.g., Praxis II and Foundations of Reading Exam)
3. **Evidence of professional experience/competence** – for example:
 - Student teaching evaluation
 - Master's internship evaluation
4. **Lesson Plans** – These lesson plans should show your ideas in action (ideally, representing all of the main content areas that you will be teaching as an elementary school teacher). They may come from methods classes, student teaching, or elsewhere.
5. **Statements** (1-page or less each) – Please ask a proofreader to review statements before including the final versions in your portfolio. These statements should describe your philosophy, reflect a critical awareness of current theoretical understandings, and suggest implications for classroom practice related to at least three of the following (your choice):
 - Overall philosophy of teaching and learning (this could involve revisiting your statement written in EDCI 3000 or starting anew based on student teaching & internship experiences)
 - Learning theory (and/or what you think is necessary for students to learn, your role in promoting learning, etc.)
 - Assessment (and its relationship to teaching and learning)
 - Elementary Reading/Language Arts/Writing
 - Elementary Mathematics
 - Elementary Science
 - Elementary Social Studies
 - Meeting the needs of diverse learners (and your role in inspiring their learning)
 - Classroom management/fostering a productive learning environment
 - Technology
 - Family Involvement
 - Community Involvement
 - Other areas?

In addition to the required components, your portfolio should include a variety of other items and artifacts that reflect your beliefs and showcase your practices at their best. Consider including some of the following items:

- A Table of Contents (to help you and others find things—it doesn't need to include page numbers, just the order of categories)
- Copies of professional letters of recommendation
- Projects, assignments, etc. that show your ideas in action
- Student work (perhaps with your evaluative comments)
- Notes, evaluations, and/or letters of recommendation from students
- Photos of students at work (recalling that you need to be careful about confidentiality), projects, bulletin boards, etc.
- Master's year internship and inquiry (a summary—not the entire inquiry project)
- Evidence of work with parents and families
- Evidence of participation in professional development or educational conferences
- Examples of your own writing
- Reflection on your strengths and areas for improvement, progress, etc.

Process and Timeline

You have been collecting artifacts for your portfolio over the three years in the IB/M program. During the summer after student teaching and during your master's year you will select and organize those artifacts that best showcase your individual strengths. Both group and individual meetings will be arranged to support the process of developing the portfolio and other job related topics (e.g., resumes, interviewing, cover letters, etc.). Mary Truxaw's group has an advising webpage available to support you:

<https://www.taskstream.com/ts/truxaw/MastersAdvising>

- **Fall semester** – Group advising meeting will be held to discuss portfolios, resumes, general advising, etc. (watch for email for exact date and time). Begin work on your portfolio and your professional resume.
- **By mid-January** – Email a draft of a current professional resume to Mary. Provide the best draft you can so we focus our energies on improving what you couldn't improve on your own. (Seek feedback from other sources as well.)
- **By the end of January** – A strong draft of the portfolio should be completed.
- **Early in spring semester** – Mary's advising group will meet for a structured peer review of portfolios (watch for email for exact date and time).
- **February & March** – Individual portfolio review meetings (~ ½ hour each) will be scheduled to review the major components of your portfolio. Mary will send a doodle poll for review time slots that you can sign up for. If none of the time slots fit your schedule, you can offer a suggested alternative time.
- **End of March** – The final portfolio should be completed and approved (with any revisions suggested at the peer review meeting).



This document evolved from an original created by Dr. Wendy Glenn, with ideas from others along the way (e.g., Tom Levine, Megan Staples, David Moss, Mary Truxaw, and Doug Kaufman). Thank you!