

IB/M Portfolio Requirements Tutita Casa's Advisees

Overview

There are two Professional Teaching Portfolios used during the master's year. This includes the 1) IB/M Portfolio, which is a graduation requirement, and 2) the Interview Portfolio that you may choose to put together and use when searching for a job. The document "Distinguishing Professional Teaching Portfolios" details differences and similarities between the two portfolios.

While the focus of this document is to describe the IB/M Portfolio requirements, it is important for you to recognize areas it has in common with the Interview Portfolio. Mainly, the process of composing either portfolio can serve to prepare you for the job search. Thus, while the contents you decide to include in your portfolio(s) are important, the process by which you go through to decide on the contents serves as a more significant exercise. Note that the components for the IB/M Portfolio were identified with the intent to help advisees consider what they may want to include as part of their Interview Portfolio. Therefore, if you choose to compile an Interview Portfolio, you may find that there is considerable overlap with the contents included in your IB/M Portfolio, albeit it very likely will be an abbreviated version.

Overall, your IB/M Portfolio should showcase your education philosophy and instructional practices, demonstrating an alignment between the two. It should further highlight your growth over your 3 years in the IB/M program and demonstrate that you are ready to teach professionally. Since you may decide to use all or some components of the IB/M Portfolio as part of your Interview Portfolio, visual appeal is important to consider especially when showcasing a page during a job interview. Note that there is no specific format for either portfolio. Thus, you will be assessed on the following facets, listed in order from most to least significant. The quality ultimately should reflect that of a beginning teacher. The IB/M Portfolio and discussions taking place during meetings will serve as evidence to assess the following:

- ✓ Clarity of your education philosophy and cohesiveness across documents
- ✓ A comprehensive representation of a professional elementary educator with respect to content to be taught and responsibilities within and beyond the classroom
- ✓ Growth over your 3 years in the IB/M program
- ✓ Visual and professional appeal, including organization

Components

The required components together with the optional ones should address the aforementioned aspects. Documents noted with an * are ones that you will submit when applying for a job, and the philosophy may be represented in other formats. Here are the required components:

1. ***Your résumé** – Review the Résumé Suggestion document, and revise your current version. I am happy to review it and provide you with feedback. If you choose to do so, please email it to me at least 1 week before you need it returned, ideally early in the spring. You will get more useful feedback from me if you find a good proofreader who can catch typos or issues of word choice, letting me focus on addressing issues that peers might not be able to do for you.

2. ***Evidence of your academic background/content knowledge**, such as:
 - Transcripts
 - Documentation of licensure tests (e.g., Praxis II and Foundations of Reading Exam)
3. **Evidence of your professional experience/competence**, such as:
 - Student teaching and/or master's internship evaluations
 - *Letters of recommendation
4. **A representation of your lesson planning** – 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, your internship, or elsewhere. Include a maximum of five lesson plans.
5. ***Your Philosophy of Teaching and Learning** – This document should highlight two to five core beliefs about your teaching and student learning. Note that more is not better; instead, the information should highlight what is most important to you. This should be a very succinct document, so there is a 1-page limit. Note that all other components in the portfolio should reflect the concepts addressed in this document. Thus, while you can revisit your statement written in previous courses, many students opt to start anew. Please ask a proofreader to review your philosophy before including the final version in your portfolio.
6. A 3-inch x 3-inch handwritten **sticky note** attached to each section listed above (numbers 1-5) that highlights what you feel are your strengths that are showcased in each category. *The text must be legible.*
7. **Statements** – Again, ask a proofreader to review statements before including the final versions in your portfolio. These statements should further describe your philosophy, reflect a critical awareness of current theoretical understandings, and suggest implications for classroom practice. Select any three of the following, and write a max of 1 page for each:

<ul style="list-style-type: none"> ▪ 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) ▪ Common Core State Standards ▪ Elementary Mathematics ▪ Elementary Reading/Language Arts ▪ Elementary Science ▪ Elementary Social Studies 	<ul style="list-style-type: none"> ▪ Meeting the needs of diverse learners (and your role in inspiring their learning) ▪ Classroom management/fostering a productive learning environment before & after the start of the year ▪ Technology ▪ Family involvement ▪ Community involvement ▪ Other areas?
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In addition to the required components for the IB/M Portfolio, you also may elect to include a variety of other items reflecting your beliefs and showcasing your practices at their best; you also may want to particularly showcase them in your Interview Portfolio. Here are some suggestions about what you might consider including. Note that the portfolio that you use during your job search should be succinct, so more is not always better. Importantly, make sure that what you include would be visually accessible to (a group of) interviewers sitting across a table.

- A table of contents (it doesn't need to include page numbers, just the order of categories)
- Copies of professional letters of recommendation, if not already included
- Evidence of potential teacher leadership
- Projects, assignments, etc. that show your ideas in action
- Samples of student work (perhaps with your evaluative comments)
- Notes, evaluations, and/or letters 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
- Others?

Process and Timeline

- **Fall semester** – Group advising meeting at the end of the semester to discuss the Professional Teaching Portfolios, mainly the IB/M Portfolio requirements, and any other advising and job related concerns.
- **Winter Break** – You are highly encouraged to work on your IB/M Portfolio, including your résumé and Philosophy of Teaching and Learning, at this time. You also may want to work on the Interview Portfolio during the break.
- **Early in spring semester** – We will meet for a structured peer review of IB/M Portfolios.
- **The Friday before our March Spring Break** – The final IB/M Portfolio, addressing revisions, is due.
- **First Friday in April** – Any components of the IB/M Portfolio that were not approved are due at this time.
- **Optional** – Individuals or the group may want to get together to review Interview Portfolios or other aspects of the job search. Please get in touch with me if you would like to meet.