

Professional Teaching Portfolios 2016-17

Michele Back's Advisees

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.).

- Begin work on your portfolio and your professional resume over vacation.
- **By the start of spring semester** – A strong draft of your resume & portfolio should be completed.
- **Early in spring semester**–Advising group will meet for a structured peer review of portfolios in pairs or small groups. We can do this during the seminar.
- **End of March** – The final portfolio should be completed and left with me before you go on spring break (with any revisions suggested at the peer review meeting, which will include my feedback).

Contents

Your professional teaching portfolio should reflect your beliefs and showcase your practices, demonstrating an alignment between the two. It should highlight what you are able to do as a teacher, providing a variety of artifacts to show the variety of things you have learned and now know or can do. Due to the individual nature of the portfolio, don't stress about following a particular format. Remember, however, that visual appeal matters. To help with this, please use a three ring binder and **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
3. **Documentation of ACTFL certification.**
4. **Evidence of professional experience/competence** – for example:
 - Student teaching evaluation
 - Master's internship evaluation
5. **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 a world language teacher). They may come from methods classes, student teaching, or elsewhere.
 - Include photos if you have them.

- Curate the artifacts with some brief description of the lesson in a pull-out quote format. (see example on the side)
6. **A philosophy of teaching and learning** (1-page or less each) – Please ask a proofreader to review that statement and others, if you choose to include any others, before including the final versions in your portfolio.
 7. **Evidence of participation in professional development or educational conferences.** This can be certificates or simply listed on your resume.

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 (3 with application)
- 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
- Examples of your own writing
- Reflection on your strengths and areas for improvement, progress, etc.

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!