

Contents of the Portfolio

The portfolio is most definitely an authentic assessment of candidates. The portfolio is not only a collection of the work completed, but it represents what we are capable of doing and what we have learned. The portfolio is, in a sense, a representation of us, the students, and the university as well as the professors who have influenced us, the students.

—Candidate reflection

CHAPTER OBJECTIVES



Readers will be able to

- develop a table of contents;
- develop an introduction, an executive summary, or both;
- develop a vision, an educational philosophy, or both;
- identify and develop personal documents for inclusion, such as an updated resume;
- develop reflective introductions to professional standards;
- describe how to identify, select, and organize artifacts to demonstrate competency in professional standards; and
- review the importance of summative reflections on the overall learning experience and quality of the program.

SCENARIO

Jose was in the last semester of his teaching credential program. Denise, a colleague, also was completing requirements for her teaching credential. The completion of a portfolio that demonstrated their competencies in the standards designated by the state was a major requirement.

One day after a faculty meeting at their school, Jose and Denise were walking to their cars to attend their university class. Jose mentioned that he had been gathering a lot of stuff for the portfolio, but he was not sure whether he had the right documents or if he was missing information. Denise expressed the same concerns. She commented, “I have loads of stuff! What do we need besides our evidence for each teaching standard? Someone told me that I needed a resume. Someone else said I needed a vision or a philosophy. I am getting worried. I hope the professor will tell us what to include.” Jose expressed the same sentiment. He also mentioned that it might be useful if he could look at some sample successful portfolios that had been done by other students.

A similar conversation was taking place among a group of administrative credential candidates who also had to assemble portfolios. John was commenting on the portfolio process to fellow colleagues: “When I first heard of the portfolio, I thought, ‘No problem!’ I’m a teacher and I’ve used portfolios in my school with my elementary students. I know how helpful they are for showing growth in my elementary students and helping them to evaluate themselves. Still, I did not really understand what I was in for as an administrative credential candidate. Portfolios are a lot of work! The process really helped me to think about what I was doing in each class and why and how that class or assignment would help me to grow as an administrator. The portfolio helped me to stay focused on the big picture of becoming a school principal. Having to keep and organize assignments into artifacts also helped me to think more deeply about each assignment and how it assisted me in developing skills and abilities as an administrator. I was constantly putting myself under a microscope to view and evaluate my progress. Completing an assignment was not enough until I figured out what that assignment or activity had to do with my overall profile as an administrator or educational leader. When I developed a workshop for paraprofessionals on legal issues surrounding their roles and responsibilities, I saw how this one activity addressed several administrative standards. The portfolio process helped me to clearly identify each standard and to cross-reference assignments, artifacts, and activities when appropriate.”

OVERVIEW

The aspiring teacher and administrator candidates in the scenario are viewing the portfolio process through different experiential lenses. John has had some experience. He has used portfolios with his students. However, he is now experiencing the process as an adult learner. John also appears to have some familiarity with how to develop the portfolio, whereas Jose and Denise seem uncertain about what is expected. Even though students may be aware that they have to develop a portfolio, they are often unsure of what the most appropriate contents are and how to select them. Nearly all are clear that they must collect evidence linked to standards, goals, or objectives. Therefore, coursework and field artifacts usually are accumulated. However, many programs require that candidates in credential

programs include other documents, such as a vision, a philosophy, previous credentials, professionally related certificates, a resume, and letters of recommendation.

In Chapter 5, we discussed the organization of the portfolio development process. Chapter 3 described how to systematically, over time, select, evaluate, and modify contents for inclusion. In this chapter, we discuss and highlight examples of typical portfolio contents. We begin with a discussion of the cover page and table of contents, which give an overview of the portfolio contents. Next, the introduction and summary statements are described, as well as how to develop the vision or philosophy and other documents to be included, such as a resume. Then a major section of the portfolio, which contains artifacts that provide evidence of levels of mastery in the standards, is addressed. The introduction to the professional standards and how to select and organize artifacts to demonstrate competencies is described. Also included is a table that can assist candidates in categorizing and cross-referencing artifacts to demonstrate levels of competency in two or more standards.

It is not our goal to show examples of all the possible ways that one might select contents for a portfolio, but rather to offer readers an idea of how they might develop, organize, and choose contents for their personal portfolios. Portfolio developers will need to tailor these suggestions to their personal circumstances. Most of the sample contents shown are for summative evaluation portfolios, because those portfolios are the most developed and comprehensive. To a lesser extent, some examples of contents used to satisfy the requirements of formative portfolios are provided.

PORTFOLIO COVER PAGE OR TITLE PAGE



For specific information related to this concept, see the Chapter 6 resources on the CD.

The *cover page* of the portfolio may be designed in the same way as a major paper, project, or book. Some programs may call for candidates to create a background design with specific information on the cover, and other programs may have guidelines for a preferred format. Sometimes a photo of the candidate might be included. Table.6.1 displays typical information that may be placed on the cover page. Other examples are on the CD.

TABLE 6.1 Sample Cover Page or Title Page

Portfolio Title
Name of the Candidate
Date of Submission (include semester or quarter, if appropriate)
Title of Program or Course
Instructor
Department or Division
University or Other Agency

PORTFOLIO TABLE OF CONTENTS

A well-organized portfolio provides a table of contents, which gives an overview of the contents and their location in the portfolio. A table of contents that is skillfully organized can facilitate a coherent presentation of the evidence contained in the portfolio. It allows the reader or presenter to locate specific artifacts quickly.

The contents are organized generally by major subheadings: Introduction or Executive Summary, Personal Information, Professional Standards and a listing of artifacts linked to the standards, and Reflections. Examples of standards include the following: for teaching, the INTASC (1992) standards. For leadership, the Interstate School Leaders Licensure Consortium's Educational Leadership Policy Standards (CCSSO, 2007). For counseling, examples of activities are presented that counselors may be expected to engage in that are related to the **National Standards for School Counseling Programs** (American School Counselor Association [ASCA], n.d.). The standards are included on the CD. Programs and candidates will most likely need to tailor their portfolio artifacts to regional or state standards.

Table 6.2 shows what a table of contents for an end of single course portfolio might look like. Tables 6.3 shows sample sections for end-of-program portfolios. Tables 6.4, 6.5, 6.6, and 6.7 are sample end-of-program tables of contents for an aspiring elementary teacher, a secondary teacher, an administrator, and a school counselor, respectively. The examples show how a table of contents might look for hard-copy portfolios. Note that Tables 6.5, 6.6, and 6.7 are for summative portfolios and show how artifacts may be used to demonstrate accomplishments in more than one standard. For hardcover portfolios, each major section and subsection of the table of contents should be arranged in a binder or similar container with section dividers, tabs, or other organizing features, which expedite quick location of contents. Additional sample tables are included in the CD. Table of contents designs for electronic portfolios are shown in Chapter 9 and follow the same basic guidelines presented here. The primary differences are the options for organizing the table of contents based on technology, such as **hyperlinks** and software programs.



For specific information related to this concept, see the Chapter 6 resources on the CD.

TABLE 6.2 Sample End-of-Course Table of Contents

Name _____
Date _____
Portfolio Table of Contents
<i>EDEL 405 Language Development in Elementary School</i>
<i>Journals and Reflections</i>
1. Journal Entries, Reflections (Treasures, etc.)
(INTASC Principle 9, Professional Commitment and Responsibility)

(Continued)

TABLE 6.2 (Continued)

2. Technology (Intel® Copyright assignment, online journaling and discussions, Internet Explorations, etc.)
(INTASC Principle 4, Multiple Instructional Strategies; ISTE NETS Technology Standards I, II, and III)
3. Video Reflections
(INTASC Principle 4, Multiple Instructional Strategies; ISTE NETS Technology Standards I, II, and III)

English Language Development (ELD) Strategies and Assignments

4. Methods and Activities Presentation (TPR, Jazz Chants, etc.)
(INTASC Principle 3, Adapting Instruction for Individual Needs)
5. Picture File Samples
(INTASC Principle 4, Multiple Instructional Strategies; ISTE NETS Technology Standards I, II, and III)
6. Thematic ELD Unit
(INTASC Principle 4, Multiple Instructional Strategies; ISTE NETS Technology Standards I, II, and III)
7. Multimedia PowerPoint Presentation of Unit
(INTASC Principle 4, Multiple Instructional Strategies; ISTE NETS Technology Standards I, II, and III)

Fieldwork and Observations

8. Observation–Participation Report and Reflection
(INTASC Principle 9, Professional Commitment and Responsibility)
9. LAS® Oral Language Assessment
(INTASC Principle 8, Assessment of Student Learning)

Additional Assessments, Activities

10. Peer Evaluations
(INTASC Principle 9, Professional Commitment and Responsibility)
11. Self-Evaluation
(INTASC Principle 9, Professional Commitment and Responsibility)
12. Other (Bulletin boards, classroom pictures, letters to parents, student work, etc.)

TABLE 6.3 Sample Sections for End-of-Program Portfolio Contents

Section	Contents
Introduction	Overview or executive summary of the portfolio
Personal and background information	Personal statement Vision Philosophy Resume Letters of reference Credentials and certificates Transcript from colleges, universities
Professional competencies	Professional standards with documentation (artifacts) of competencies
Reflections about the program	Both formative and summative reflections (there may be reflections in the section on standards, also)



For specific information related to this concept, see the Chapter 6 resources on the CD.

TABLE 6.4 Sample Elementary Teacher Candidate Portfolio Table of Contents, With Examples of Three Standards

Table of Contents Introduction	Yellow Tab
Personal Information	Orange Tab
Philosophy of Education	
Philosophy of Classroom Management	
Diversity Statement	
Resume	
Application to XYZ School District	
Transcripts	
Exams	
References/Letters of Recommendation	
Field Work and Directed Teaching, Including Learner's Products	Clear Tab
Principle 3: Adapting Instruction to Individual Needs	Red Tab
Weekly Objectives/Lesson Plans	
Suggestions for Modifying Lessons and Room Arrangement for Students (classroom maps)	



For specific information related to this concept, see the Chapter 6 resources on the CD.

(Continued)

TABLE 6.4 (Continued)

<p>Specific Examples of Different Types of Modifications (ELL, Inclusion)</p> <p>Principle 8: Assessment of Student Learning</p> <p>Language and Literacy Assessment</p> <ul style="list-style-type: none"> • Reading Case Study • Alternate Ranking-Reading • High-Frequency Spanish Word List • Spanish Running Record and Comprehension Questions <p>Spanish Reading Inventory Record</p> <p>General Content Area Assessment</p> <ul style="list-style-type: none"> • Second Grade Content Standards—Science Center • Third Grade Content Standards—Thematic Unit <p>Scoring Guides</p> <ul style="list-style-type: none"> • Writing Rubric • Math Rubric 	<p>Blue Tab</p>
<p>Principle 9: Professional Commitment and Responsibility</p> <p>Back-to-School Night Information Documents and Video</p> <p>Critiques From Mentor</p> <p>Principal Observations and Evaluation</p> <p>Parent Links, Communications</p> <ul style="list-style-type: none"> • Welcome and Homework Letter • Parent Call Log <p>Workshops, Professional Development</p> <p>Conference Presentations</p> <p>Professional Memberships</p> <p>Service Learning and Community Service</p>	<p>Purple Tab</p>
<p>Reflections</p> <p>Growth Reflections</p> <p>Program Reflection</p> <p>Reflections of the Portfolio Process</p>	<p>Green Tab</p>

TABLE 6.5 Sample Secondary Teacher Candidate Portfolio Table of Contents

Contents	Section
Personal Information <ul style="list-style-type: none"> • Philosophy of education • Diversity statement • Autobiography • Curriculum vitae • References and letters of recommendation • Transcripts 	I
Teaching Standards (Example of Four Standards) <p>Principle 1: Knowledge of Subject Matter</p> <ul style="list-style-type: none"> • Written lesson plans (five best examples) • Course final research paper: Strategies for Promoting Literacy With Culturally Diverse Populations • Fieldwork and directed teaching logs and student work <p>Principle 2: Knowledge of Human Learning and Development</p> <ul style="list-style-type: none"> • Assessment records and plans for improvement of learning • Student reflection on learning with collaborative groups • Recordkeeping logs • Fieldwork, directed teaching logs, and student work <p>Principle 4: Multiple Instructional Strategies</p> <ul style="list-style-type: none"> • Video of student and teacher engagement during instruction • Written lesson plans (five best examples) • Course final research paper: Strategies for Promoting Literacy With Culturally Diverse Populations • Fieldwork, directed teaching logs, and student work <p>Principle 5: Classroom Motivation and Management</p> <ul style="list-style-type: none"> • Classroom management plan • Video of student and teacher engagement • Fieldwork, directed teaching logs, and student work 	II
Reflections	III
Exams	IV



For specific information related to this concept, see the Chapter 6 resources on the CD.

INTRODUCTION OR EXECUTIVE SUMMARY FOR THE PORTFOLIO

The *introduction* or *executive summary* gives an overview of the purpose and major features of the portfolio. The introduction should set the tone in ways that engage the reader to anticipate a quality product that is reflective and one that provides substantive evidence of the candidate's performance in the required competencies. Figure 6.1 presents an example of a portfolio introduction.



For specific information related to this concept, see the Chapter 6 resources on the CD.

TABLE 6.6 Sample Administrator Candidate Portfolio Table of Contents, With Examples of Three Standards

<i>Contents</i>	<i>Description</i>	<i>Artifacts and Evidence</i>
Executive Summary	Overview of the portfolio	Executive Summary
Philosophy of Education	Program philosophy	Initial and end-of-program philosophy
Standard 1: Facilitating the Vision	A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	<ol style="list-style-type: none"> 1. Vision 2. Single-school plan for student achievement (description and intent) 3. Memorandums about meetings for Social Studies Department vision development 4. Single-school plan for student achievement (division of work) 5. Examples of agendas and minutes for Social Studies Department meeting 6. Teacher evaluations of meetings 7. Example of agenda for first critical friends meeting 8. Memorandum about vision comments by Social Studies Department
Standard 2: School Culture and the Instructional Program	A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	<ol style="list-style-type: none"> 1. Professional development PowerPoint presentation 2. Equity report on test scores in U.S. history, regular and gifted classes, at Sunshine Middle School 3. Equity report on tracking at Sunshine Middle School 4. Critical analysis of special education in Sunshine Middle School 5. Critique on instructional program 6. Transformation plan for Sunshine Middle School
Standard 3: Managing the Organization	A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.	<ol style="list-style-type: none"> 1. Case study on Sunshine Middle School 2. Equity report on tracking at Sunshine Middle School 3. Transformation plan for Sunshine Middle School 4. Teacher's Handbook 5. Redesigned Social Studies Department curriculum 6. Professional development documents on standards implementation

TABLE 6.7 Sample School Counselor Portfolio Table of Contents

Statement of Purpose	
Section 1	Personal Background
1.1	Worldview
1.2	Professional experiences related to counseling
1.3	Academic background and current coursework
1.4	Professional association membership
1.5	Honors, awards, and grants
1.6	Publications
1.7	Certificates, credentials, and licenses (title and number)
1.8	Letters of recommendation and commendation
1.9	Specialized skills
1.10	Current resume
1.11	Community involvement and volunteer service
1.12	Mentor experiences
1.13	Political, legislative advocacy
Section 2	Standard A: Academic
2.1	Comprehensive guidance program
2.2	Plan for student results
2.3	Results data
2.4	Reflections and analysis of data
2.5	Other contributions
2.6	Personal reflections
Section 3	Standard B: Career
3.1	Guidance curriculum units
3.2	Guidance and Career Center plan
3.3	Classroom visitations
3.4	Student personal statements
3.5	Videos of career activities
3.6	Photographs of career libraries



For specific information related to this concept, see the Chapter 6 resources on the CD.

(Continued)

TABLE 6.7 (Continued)

Statement of Purpose	
3.7	Readings
3.8	Technology applications
3.9	Journal, learning logs
3.10	Personal reflection and critique
Section 4	Standard C: Personal Social Development
4.1	Guidance curriculum units
4.2	Guidance and Career Center plan
4.3	Presentations
4.4	Videos of student activities
4.5	Written contributions (newsletters, articles, publications)



For specific information related to this concept, see the Chapter 6 resources on the CD.

FIGURE 6.1 Sample Portfolio Introduction

Introduction

The contents of this portfolio cover the last two years of my work at Sunshine State University, as well as many activities that I did at Central High School as an English teacher in a large comprehensive high school. I am presenting a range of documentation that demonstrates my understanding of and competency in the principles. Many of these documents show my knowledge, skills, and dispositions for equity and my ability to work as a teacher in a culturally and linguistically diverse school.

I want to especially thank the many instructors and supervising teachers who have contributed to my growth in so many ways. They have given their time and expertise to provide support and guidance in the development of my vision and educational philosophy. Through our collective efforts, I have learned to look at the data of our school and see the inequities that we face daily. My work of the last two years has led me to look deeper at the meaning of what quality classes and schools should be like, to grow as a teacher, to gain skills in instructing students to attain a goal, and to understand the fundamental issues and strategies that are needed to be an effective teacher in an urban school.

Over the last two years, I have been working collaboratively with students, parents, administrators, staff, professors, and fellow candidates in my teacher credential program. I did individual projects and often worked collaboratively with a variety of individuals. Much of the work was done beyond the normal school day, often on weekends and late into the evening. The work in this portfolio demonstrates my completion of the goals and standards set by the School of Education at Sunshine University and by the state.

This is a living document and will go through many revisions as I continue to grow as a teaching professional. I plan to use this portfolio as an ongoing reflective document. I will add, delete, and revise its contents. I also plan to use it for future interviews.

THE VISION STATEMENT

Most programs require that candidates write a well-crafted vision statement that is developed over time. Research has established a relationship between vision and school effectiveness (Barth, 1990).

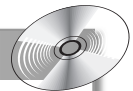
The development of a vision should be considered an important undertaking. It may be a short or a long discussion of what candidates view as a desired educational future. It may include what they expect to accomplish for students and themselves and how they expect to influence the setting in which they work. It should address their personal knowledge, skills, and dispositions. The vision usually reflects the personal beliefs and values of the writer. Barth (1990) gives some useful ways to think about and write a vision. He states that visions can emerge from such prompts as, “When I leave this school I would like to be remembered for . . .”; “The kind of school I would like my children to attend would . . .”; or “The kind of school I would like to teach in . . .” (p. 148). He describes a personal vision as

one’s overall conception of what the educator wants the organization to stand for; what its primary mission is; what its basic, core values are; a sense of how all the parts fit together; and, above all, how the vision maker fits into the grand plan. (p. 148)

School administrators are often expected to develop a shared vision with several stakeholders, which may include staff, students, parents, and community members. Hartnell-Young and Morriss (2007) suggest that developing a shared vision has the power to cause stakeholders to reflect on and clarify goals and values and what they expect to accomplish in the future.

Hartnell-Young and Morriss (2007) also state that “the artifacts selected for the portfolio should show how the vision is being realized” (p. 41). The vision should be reflected in practice. Many times students will ask, How long should it be? Visions can be a paragraph in length or longer. Programs usually have guidelines about the length they are seeking. We recommend that students fully develop well-thought-out reflective responses to the questions in Activity 6.1 and then tailor the length to specific situations. A sample vision is provided in Figure 6.2.

LET’S PRACTICE!



Activity 6.1 Activity for Developing a Personal Vision

First, reflect on and respond to the following questions.

- What are your values and belief about student learning?
- What are your personal commitments in helping all of your students to achieve learning goals?
- When you leave a school, how would you like to be remembered?
- What kind of school would you want your children to attend?
- In what kind of school would you like to teach, be a counselor, or be an administrator?

Next, draft your vision. This will not be a final product but one that will be continually reflected upon and revised as you develop professionally.



For specific information related to this concept, see the Chapter 6 resources on the CD.

FIGURE 6.2 Sample Teaching Vision

My Vision for Teaching

Becoming a teacher has been a lifelong dream. I have always wanted to be a positive influence in the lives of young people. When I was in grade school, my friend and I played school. I was always the teacher.

The teacher preparation program has helped me to gain a better understanding about the teaching profession. As a result of this program, I believe that I have the knowledge, skills, and dispositions to become an outstanding teacher. I have begun to develop a vision of what I would like to happen for children in my classroom. I know that I will constantly revise this vision over the course of my career.

I desire to teach in a school where there is a diverse population. I want to be the kind of teacher who cares about who my children are and one who is able to communicate a caring feeling to my students and their parents. I want all of my students to believe that they are able to achieve high academic standards and that they can be successful in their future schooling and careers. My students will love to come to school and will have respect for adults and their classmates. I want my students to be confident and have the skills to succeed. When students leave my classroom, I envision that I will stay in contact with them and that their experiences in my classroom will have a long-term, positive effect. I expect to hear that my students are doing well in the upper grades.

I know that some aspiring teachers do not have the same beliefs and expectations for all kids as I do. It is my vision that as I gain more knowledge, confidence, and success as a teacher, I would like to help my peers see the great potential of all children.

I have a passion for teaching and am excited about being able to fulfill my lifelong dream!

THE PHILOSOPHY STATEMENT

The philosophy statement presents the candidate's viewpoint about the educational enterprise. Like the vision, the philosophy usually reflects the candidate's attitude, beliefs, and values about education. The focus is on core beliefs and values. During the course of a program, candidates will formulate and revise their philosophy, hopefully reflecting growth and development. A sample philosophy statement is shown in Figure 6.3.

Montgomery (1997) highlights the need for prospective teachers to develop a classroom management philosophy. Administrators are interested in knowing how they would resolve issues of classroom management. She suggests that artifacts be included that show clear evidence of what the philosophy looks like in a classroom setting. A sample philosophy of classroom management is shown in Figure 6.4

FIGURE 6.3 Sample Philosophy Statement

Sunshine State University
Name: Future Teacher
Date:
Philosophy of Education Statement

I believe that one major factor in improving K–12 schools rests on valuing each and every child, regardless of his or her individual background and circumstances. Educators must strive to be responsive to every child and have an understanding of the knowledge, skills, and dispositions that they will need to be successful with their students. Great effort must be made to consider the factors that encompass each individual. I realize that this is a challenging goal, especially when there are so many students in a classroom; however, every interaction with a child must make a positive impact.

Another factor that needs to be addressed is improving parent involvement and school relations. If this is done effectively, I believe it would greatly improve student outcomes. Establishing a good relationship between teachers and parents should result in a greater understanding of how the child learns and how the learning can continue at home. Agreement among teachers and parents in learning and in discipline techniques is especially beneficial to students.

Improving the reading and writing skills of all children is essential. Students must be encouraged and supported to read and write in ways that result not only in academic competency but also in enjoyment of learning. Literacy development must be integrated with oral language to encourage students to be creative. Creativity leads to a revelation about the many possible ways one can express one’s learning.

Educators must constantly be engaged in improving professional sources for learning and classroom working conditions if they are to be effective in teaching. I believe that teachers need to be patient and caring with all of their students. Classroom climates must be trusting and nurturing so students feel safe and secure. If a safe, secure climate exists, children will feel free to take risks and to ask questions. They will be more likely to explore, to be creative, and to be unafraid of failure. These are the kinds of classrooms that unlock the genius in children. This is what I hope for my children and my school.

CANDIDATE DOCUMENTS

Many programs view the portfolio as an ongoing *professional document* that offers the potential for continuous retooling or **revision**. Many candidates use their portfolios in preparation for job interviews and also bring them for presentations during interviews (this is discussed further in Chapter 10). Candidates are often encouraged or required to include documents that enhance their portfolios beyond solely providing evidence of meeting competency standards.

FIGURE 6.4 Sample Philosophy of Classroom Management

Philosophy of Classroom Management

The central theme of my classroom management philosophy is respect for oneself and others. The classroom is where students spend most of their time growing up and because students spend a majority of their time inside classrooms during their growing process, I believe the classroom needs to be a safe environment that promotes students' interest and affection for knowledge. Therefore, everyone inside the classroom needs to respect each other so that every individual will have the opportunity to pursue their interests.

I believe what lies at the heart of a well-managed class is empowering students to make successful decisions that is respectful of their surroundings. If it feels like the teacher holds total power over the students, then the students will likely lash out in order to feel like they have some control. Students are far more likely to resolve situations with solutions that they are guided to rather than given. This is because all humans are empowered by choice. Specifically, this helps create a higher level of self-efficacy in the students. Because the decision is theirs, they have to own their behavior and accept the consequences of them, enabling them to exert control over their situation.

A good way to create a positive classroom culture right from the beginning is to create classroom guidelines as a class, teacher included. If they decide as a group what is and is not appropriate, they are far more likely to understand why those guidelines are in place and choose to abide by them. This keeps every individual to be accountable to one another because it was a mutual agreement among the people of the classroom. In this way, respect for every individual can flourish by creating consistency and equality of treatment.

I believe the key to effective classroom management is to manage, not control. This is only possible in an environment where students make their own decisions, expectations are clear, and there is a spirit of cooperation and understanding present. To achieve this, the teacher must intervene early when there is a potential problem, teach positive character traits, have clear and understood classroom guidelines, and stress positive reinforcement rather than threaten punishment. Mutual respect needs to be established so that all levels of communication are clear and received without misunderstanding. This can help the teacher manage the classroom instead of controlling it.

Classroom management should resemble how a coach manages an athletics team. Every individual is a part of the team and each person has a role to play; therefore, every position is important, and no player is expendable. The teacher's role is to teach, guide, and encourage the students, the way a coach teaches the athletes how to play the game, guides them by calling out plays, and encourages the team to strive for improvement during and after every play. Understanding your own role in the classroom will force you to respect others because as a team, everyone should be on the same page, striving for the same goal.

Some of these personal background documents are an *updated resume*, *credentials*, *certificates*, *college or university transcripts*, and *letters of recommendation*. Candidates should take time prior to including these documents to obtain reviews from experienced and knowledgeable professionals. Instructors and site supervisors can provide suggestions for resume development and recommend how to secure letters of recommendation. After consultation with instructors, candidates may want to include other relevant documents that reflect their unique skills and talents. Candidates must be careful to protect any confidential information if the portfolio is left for review; only leave information with someone who is designated to handle confidential information.

Resume guidelines are useful tools. A resume will be needed as a marketing tool through out a professional career. The guidelines in Table 6.8 can assist in the development of a resume, and Figure 6.5 presents an example.

TABLE 6.8 Guidelines for Resume Development

Dos	Don'ts
1. Use high quality paper and Ariel or Times Roman fonts to make your resume stand out.	1. Don't use unusual fonts or colored papers.
2. Write a clearly stated objective.	2. Don't present an unfocused objective.
3. Length should be about two pages.	3. Don't include information that is not relevant.
4. Focus on positions held and accomplishments (e.g., "Developed, implemented and evaluated new learning strategies").	4. Don't include negative information.
5. Focus on qualifications that are a good fit for the position.	5. Don't use generalities.
6. Customize the resume to the job being sought.	6. Don't include experiences that detract from pertinent qualifications.
7. Use proper grammar. Ask two knowledgeable professionals to proofread the resume.	7. Don't rely totally on computer programs for checking spelling and grammar.
8. Place most recent information first. Pay attention to format (See sample resume and visit resume Web sites).	8. Don't have a cluttered format that is difficult to read.
9. Make sure that the e-mail address that you choose looks professional, such as "nicknichols@email.com" or "stephnichols@sunshineu.edu."	9. Don't use a "cutesy" e-mail address, such as "hotsy-totsy@email.com" or "joe6pack@email.com."
10. Use appropriate voice messages. While job hunting, tailor your voice message to your audience and eliminate music.	10. Don't have inappropriate voice messages or lengthy music intros.

Source: Adapted from Morsch (2009).

FIGURE 6.5 Sample Teacher Resume

Soon Tobe TEACHER

Street Address

City, State Zip

(999) 999-9999 *e-mail: soontobeteacher@email.com***OBJECTIVE**

To obtain a teaching position at the preschool or elementary level.

EDUCATION

Currently pursuing a BS in Elementary Education (Early Childhood PreK-3 emphasis) at Sunshine State University. Graduation date: May 15, 2009
 Certification (following graduation): Early Childhood (PreK-3) and Elementary Education (1-6). *Overall GPA: 3.66; GPA in Education: 3.89*

High School Diploma, High School High, May 2004. Salutatorian of graduating class.

TEACHING EXPERIENCE

Sunshine Tutoring Center—Teacher (August 2009–present)

Supervisor: Dr. Supervisor, EdD (999) 999-9999. Work with students, K-12 and all ability levels, to improve success in school through instruction in reading, writing, math, and study skills.

Student Teaching—Kindergarten (March 12–May 12, 2009)

Flatwood Elementary, Ms. Mentor Teacher

- Used centers for math, science, social studies, health, and writing to complement the child-based, hands-on curriculum.
- Implemented a positive discipline plan that promoted student responsibility, problem-solving skills, and student accountability.
- Worked with “reading and writing programs to encourage reading and writing at home, parent involvement, and listening, speaking, and writing skills.
- Implemented small groups. Reading instruction. Developed thematic unit on plants and gardening around major instructional goals.

Student Teaching—Fourth Grade (January 13–March 10, 2009)

Logan-Rogersville, Mrs. Very Good Teacher

- Created and implemented literature units on *Number the Stars* and *Mississippi Bridge*.
- Developed and taught writing unit on “why” stories.
- Developed supplemental materials to match the students’ needs and to make material more interesting and meaningful. Adaptations were created for units for time, money, geometry, and weather.

Source: Adapted from Post (2009).

Practicums (2007—195 hours). Observed classroom *and* taught lessons one on one, to small groups, or to the whole class. Six classrooms total; two were multiage, Grades PreK–4.

- Developed and implemented thematic units on plants and seeds and insects.
- Completed lessons on various children’s books, poems, and themes.
- Lessons involved cooperative learning, language experience approach, hands-on-minds-on experiences, and interdisciplinary teaching.

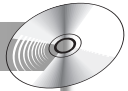
Volunteer Work (2008—70 hours). Volunteered as Teacher’s Assistant, 6th Avenue Elementary; Preschool Teacher, Head Start; Mentor for K student, Literacy Center; and Elementary Science Fair Judge at Lincoln School.

Teacher’s Assistant (2007—100 hours). Observed and interacted with individual students at SMSU Parenting Life Skills Center (adult parenting classes), University Child Care Center (4–5 year olds), and Fair Grove Elementary (2nd grade).

REFERENCES

On Request

LET’S PRACTICE!



Activity 6.2 Develop a Resume

Carefully review the resume guidelines and resume shown in Table 6.8 and Figure 6.5. Next, using the format shown in the example, develop a resume using the following categories:

1. Name; address; work, home, and cell phone numbers; e-mail address (be sure to keep this information current).
2. Career objective (e.g., teaching, school administrator, school counselor, curriculum specialist). Target the objective to the position being sought.
3. Education (most recent first).
4. Employment history (most recent first).
5. Related experience (most recent first; list only those that are related to the career objective, such as community work, parent involvement, etc.).
6. Specialized skills (highlight those that are relevant to the position you are seeking—e.g., bilingual, certification in visual impairment, mentor teacher).

7. Honors and awards (any accomplishments, honors, awards, or grants; e.g., dean's list, honor societies, National Science Foundation Science Through Literacy Grant, Bilingual Teaching Fellow).
8. Professional affiliations (any organizations that are related to the career objective).
9. Sources for references and letters of recommendation (professional references are preferred, such as employers or supervisors in related fields, former or current instructors, mentors).



For specific information related to this concept, see the Chapter 6 resources on the CD.

We have provided some sample links that include resume formats at the end of this chapter and on the CD with related Web links. We highly recommend that candidates visit their university career centers and human resources departments at their workplaces to obtain more information and assistance on resume development.

STANDARDS AND ARTIFACTS

If a portfolio is organized to demonstrate accomplishments in meeting standards, a *reflective introduction* to each standard is recommended. There is a full discussion about reflective statements in Chapter 4, and we suggest a review of that chapter. The introduction should reflect on the candidate's development and growth related to the standard. We urge that candidates provide rationales describing why each artifact presents solid evidence of competency in the standard or a particular aspect of the standard. Figures 6.6 and 6.7 show examples of introductory reflections to a standard for a teacher and an administrator candidate, respectively.

Portfolio artifacts provide tangible evidence to show a candidate's level of mastery or competency in a professional standard or goal. Care must be taken in selecting artifacts that best demonstrate competencies. Chapter 4 provides a comprehensive process to transform artifacts into evidence. To review, artifacts may represent current levels of mastery in the standards along three dimensions: (1) *knowledge*—what I have learned by attendance in classes and workshops and by reading relevant materials related to the standard, (2) *skills*—what skills I can effectively apply in the professional setting, and (3) *dispositions*—the beliefs, values, commitment, and desire to meet this standard. These three dimensions reflect three domains of learning: (1) the cognitive domain of knowledge (Bloom, 1956; Clark, 2007), (2) the psychomotor domain of physical or manual skills and abilities (Simpson, 1972), and (3) the affective domain of attitudes, dispositions, and beliefs (Krathwohl, Bloom, & Bertram, 1973; Zeichner, 1993, 2003). Table 6.9 gives examples of the three domains, along with suggestions for artifacts and the specific competencies they demonstrate.

Table 6.10 separates artifacts from different sources into specific categories. This type of information is useful in deciding where to locate artifacts for the portfolio as well as in cross-referencing artifacts that may appear in multiple locations.

FIGURE 6.6 Sample Introduction to a Standard for a Teacher Credential Candidate

Interstate New Teacher Assessment and Support Consortium Standards

Principle 1

Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (INTASC, 1992)

One of the first and most basic requirements of teachers is to know the subjects they teach. Knowledge of subject matter involves much more than simple facts or information about a specific content area, such as language arts, mathematics, social studies, science, art, music, or physical education. It also involves a strong understanding of the curriculum resources, instructional strategies, and classroom organizational structures to bring life to each content area. It further requires a clear understanding of the national, state, and district standards for each subject, along with the frameworks or curricular guidelines of what material to cover at each level. These are usually presented in the scope and sequence overviews for each subject and grade level.

Artifacts

In the Teacher Credential program, we were given numerous activities and assignments to familiarize us with the various content areas, such as where and how to locate **content standards** and curriculum frameworks so that we could align our lessons to the appropriate standards. I have included several standards-based lesson plans, which I developed and implemented during my internship. We were also required to conduct field observations in classrooms where the subjects were being taught, along with reviewing and evaluating curriculum resources to enhance understanding and teaching to a wide range of students.

I've included two of my midterm exams, in which we were asked to prescribe types of programs and materials that would be appropriate for teaching mathematics or science to English-language learners along with a theoretical foundation to support our recommendations. We were also asked to develop thematic units around several content areas that made practical, real-world connections for the student. I've included an inquiry-based thematic social studies unit on elections and the primary role they play in our government. This unit included field trips, learning centers, group projects, applications of technology, letters to parents, and samples of completed student assignments that were given as assessment, in accordance with the curriculum framework for social studies in the fifth grade.

Last, I've included my passing RICA (Reading Instruction Competency Assessment) Examination and Praxis II Subject Assessments (Professional Assessments for Beginning Teachers) scores as further evidence of subject matter mastery. I successfully passed both tests on my first attempt.

FIGURE 6.7 Sample Introduction to a Standard for an Administrator Candidate

Interstate School Leaders Licensure Consortium (ISLLC): Standards for School Leaders

Standard 3

Managing the Organization

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment. (CCSSO, 1996)

Being an administrator is a very difficult task. There are many behind-the-scenes activities that go on during the day, and one needs to be aware of everything for the school to function well. Although very chaotic at times, the routine activities are the same every day: The school opens at 7:00 a.m., the children eat breakfast, they line up, and the teachers pick up their classes and teach. Although the leader of the organization has to be aware of the daily routines and what needs to happen for the school to function, he or she also has to be diligent in making sure that all the adults in the school are working in ways that ensure that the educational needs of the students are being met.

Artifacts

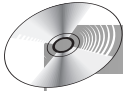
The leadership program prepared us to meet this standard by requiring us to take a look at the school that we work with and to write a case study of our school in order to learn important information about the school. This offered me the opportunity to develop my knowledge and skills in finding, collecting, and analyzing data. I learned about a variety of achievement data and where to find it. I also learned how to look at and gain an understanding of the school's culture and the implications for leading change.

After analyzing the school case study, we were asked to create a plan to transform the school to make it a better learning environment. This required us to work in collegial learning groups to accomplish a common goal and to pool our knowledge and experiences. These artifacts provide complex information about how to manage change through gaining the knowledge and insights to understand organizational cultures, cultural contexts of organizations, and building teams for transformation to accomplish short- and long-term goals. We had to work together and collaborate on the plan.

I have also included a copy of my fieldwork log. During my fieldwork experience, I had the opportunity to act as the administrator designee for several days. It was then that I truly got a feel of what running a school is like. During one of my fieldwork days, I had to make sure that the school was up and running by the time the children arrived at the door. There were substitutes that needed to be called, classrooms to be covered for late-arriving teachers, even times I had to call the legal office for advice. I have included a memo from my mentor that documents my successful accomplishments of these tasks. She also included comments about this in my evaluation, which is included as an artifact. These artifacts also document skills and dispositions related to ISLLC Standard 3. The experience of being in charge of the school was intimidating; however, with the help of the people around me, I managed to get everything in order by the time the children were in the classroom.

TABLE 6.9 The Three Dimensions of Competence and Their Corresponding Learning Domains, With Sample Artifacts

Knowledge	Skills	Dispositions
<p><i>Cognitive Learning Domain</i></p> <p>What I know or have learned by attendance in classes, workshops, and through course readings and related literature. Research and theoretical information or knowledge base.</p>	<p><i>Psychomotor Learning Domain</i></p> <p>Specific abilities and skills I have where I can apply my knowledge in authentic professional settings.</p>	<p><i>Affective Learning Domain</i></p> <p>Beliefs, attitudes, values, commitment, and desire I have to meet the standard.</p>
Sample Artifacts	Sample Artifacts	Sample Artifacts
<ul style="list-style-type: none"> • Essays, written reports • Traditional exams • Certificate of completion • Literature reviews • Summaries or annotated reports • Research projects • Assessment reports • Case studies • Attendance at professional development locales • Memberships in professional organizations and subscriptions to professional journals • Theoretical introductions to assignments (case studies, thematic units, classroom management plans) • Course grades 	<ul style="list-style-type: none"> • Essays, written reports • Research projects • Case studies • Action research • Literature reviews • Learning centers • Planning and implementing workshops • Thematic units • Pictures of bulletin boards, learning centers • Lesson plans • IEPs • Organizational charts • Drawings of floor plans • Videotapes of classroom management plans in action (authentic application of theories) • Examples of math and literacy assessments • Technology application plans (multimedia presentations) • Samples of student work and completed projects • Observations by literacy and mathematics instructors 	<ul style="list-style-type: none"> • Philosophy of education statement • Reflections on assignments • Journal entries • Supervisor observation reports • Self- and peer evaluations • Documents on communication and collaboration in developing IEPs • Parent letters • Letters of commendation • End-of-course reflections • Summative reflections • Videotapes of classroom instruction that includes evidence of interactions with culturally and linguistically diverse students • Responses from students and parents • Student achievement • Evidence of expectations in assignments, rubrics, comments on students papers • Case study reflections



LET'S PRACTICE!

Activity 6.3 Selecting Artifacts

Select two artifacts that are going to be used as evidence toward mastery of a standard, goal, or objective. Ask the following questions about the selected artifacts in order to determine whether they are the best authentic examples of progress.

- What kind of content knowledge, skills, or dispositions are evident in these artifacts?
- Are the artifacts related to a competency in which you need to demonstrate development?
- How do these artifacts demonstrate the processes of action research and learning?
- What professional job-related skills are demonstrated?
- What beliefs, values, and expectations are evident in the artifacts? Are they consistent with your philosophy of education?
- Do you already have reflections written about these artifacts? If so, review the reflections to see if they need updating or modifying. If not, write a reflection for each of the two artifacts you selected that addresses the foregoing questions.

CATEGORIZING AND CROSS-REFERENCING ARTIFACTS

Some type of graphic organizer or other tool should be used to help give an overview of how the collected artifacts are aligned to the standards. The Sample Artifacts Signoff and Ratings Organizer Using INTASC Standards (Table 6.11) illustrates a way to organize the artifacts for easy cross-referencing and to see quickly (1) if there is sufficient evidence for each standard (the organizer helps to answer the question, Is there a Swiss cheese effect: Are there holes where there is no evidence or minimal evidence?) and (2) which artifacts could serve as documentation for more than one standard.

Some artifacts can indeed provide evidence of competencies in more than one standard, particularly in fieldwork assignments with job-related responsibilities, such as case studies and unit plans. They can also demonstrate competencies in multiple domains. A **case study** is a comprehensive assignment and addresses several INTASC principles, such as Principle 1, (Knowledge of Subject Matter), Principle 2 (Knowledge of Human Development and Learning), and Principle 8 (Assessment of Student Learning). It also appears across all three learning domains described in Table 6.11. Please see the CD for an example of a case study. When cross-referencing artifacts, organize the table of contents and the portfolio sections in ways that accomplish this efficiently. Some candidates have expanded the organizer to record books and publications that they have read to assess whether there are voids in their literature or knowledge bases.

This organizer would be used over the course of the program. Table 5.5 in Chapter 5 outlines benchmark activities in portfolio development that include a column for signoff on competencies. Ideally, candidates' papers, field logs, and other artifacts can be rated and signed off in a timely manner by instructors, supervisors, and mentors on whether the documentation *minimally meets the standard*, *satisfactorily meets the standard*, or *exceeds*



For specific information related to this concept, see the Chapter 6 resources on the CD.

TABLE 6.10 Suggested Artifacts

Personal	Academic	Field Assignment	Job Related
<ul style="list-style-type: none"> • Vision • Philosophy • Resume • References and other letters • Credentials • Transcripts • Letters and awards that are related to growth 	<ul style="list-style-type: none"> • Course work • Reflections • Case studies, action research, research papers, and reports • Summaries and reflections on books, articles read • Class presentations • Use of Web sites • Knowledge and competencies in teaching diverse populations • Participation in conferences, in-service, workshops • Lesson study 	<ul style="list-style-type: none"> • Journals • Learning logs • Fieldwork activities • Projects • Reports • Evidence of teamwork • Videos • Budget activities • Community involvement projects 	<ul style="list-style-type: none"> • Personal assessments • Student assessments • IEPs • Lesson plans, unit plans • Student academic progress • Instructional assessments • Newsletters • Presentations to faculty, parents, community • Videos • Evidence of decision making, problem solving, use of data • Use of technology • Grant applications • Strategic planning documents

the standard as demonstrated in Table 6.11. The candidate could then indicate on the organizer the rating, the person who rated the artifact, and the date. Those rating the documents would use agreed-on scoring rubrics for consistency in ratings, using guidelines similar to those described in Chapter 5.

REFLECTIONS AND REFLECTIVE STATEMENTS

We want to stress that continual written reflections are an essential component of the portfolio process. These reflections record developmental and summative information about a candidate's growth. Chapter 4 highlighted the importance and the role of the reflective process in professional growth and provided some reflective prompts and sample reflections. A review of this information is useful to guide the writing of reflections for inclusion in the portfolio.

To review, portfolios many include several types of reflective statements. For example, *developmental* reflections might be for each section and subsection of the portfolio. These reflections are more specific to the task at hand. End-of-course or interim program reflections may also be included. The most comprehensive reflection, however, is *summative* and reflects on growth and development over the course of the program. It may reflect on the program in general, the portfolio process, and other information considered important to the candidate, the program, or both. See the sample case study in the CD for examples of a variety of reflections.

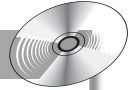


For specific information related to this concept, see the Chapter 6 resources on the CD.

TABLE 6.11 Sample Artifacts Signoff and Ratings Organizer Using INTASC Standards

Artifact	Principle 1: Knowledge of Subject Matter	Principle 2: Knowledge of Human Development and Learning	Principle 3: Adapting Instruction for Individual Learning	Principle 4: Multiple Instructional Strategies	Principle 5: Classroom Motivation and Management	Principle 6: Communication Skills	Principle 7: Instructional Planning Skills	Principle 8: Assessment of Student Learning	Principle 9: Professional Commitment and Responsibility	Principle 10: Partnerships
Case Studies Rating Instructor Date	Partially Mims 3/09	Meets Doyle 6/09	Partially Johnson 6/09							
Lesson Plans Rating Instructor Date		Meets Doyle 6/10	Meets Nichols 6/10	Meets Salcido 6/10			Meets Johnson 9/11			
Instructional Assessments Rating Instructor Date	Meets Bush 12/09							Exceeds Bush 6/12		
Teaching Video Rating Instructor Date	Exceeds Mims 6/12	Exceeds Salcido 6/12	Meets Nichols 6/12	Meets Smith 6/12	Meets Pulido 6/12	Meets Doyle 3/12	Meets Johnson 3/12	Meets Bush 9/11		

LET'S PRACTICE!

**Activity 6.4 Write a Summative Reflection on a Completed Project, Course, or Program**

Respond to the following:

- What was the purpose of the course, project, or program?
- What knowledge, skills, and dispositions were learned as a result of the experiences?
- How did the experience add to your development as a teacher (counselor, administrator)?
- What areas need more growth? What would you improve?
- What were the strengths or needed improvements in the portfolio development process?

SUMMARY

This chapter discusses the major types of contents that are included in portfolios and provides some examples of portfolio contents. First, information and examples are given of tables of contents and the development of a vision and educational philosophy statements. Next, documents for inclusion, such as a resume, transcripts, and letters of reference, are presented. The section on standards provides information on developing reflective introductions and how to identify, select, and organize artifacts to demonstrate competency in professional standards.

Suggested ways to think about and organize artifacts are discussed, and then a description of the introduction to the professional standards and an explanation of how to select and organize artifacts to demonstrate competencies are presented. For each standard, we recommend that candidates provide a rationale to describe how each artifact presents evidence of competency in the standard or a particular aspect of the standard. We conclude the chapter with a discussion of the different types of reflections that may be included in the portfolio.

USEFUL RESOURCES

Samples of Candidate Reflections (http://www.sitesupport.org/module1/INTASC_PRINCIPLE_1_1.htm) A site featuring samples of candidate reflections based on INTASC Principles.

Resume Web Links

Although most of these sites are teacher related, the information is useful for any educator.

Developing a Teaching Resume (http://www.mcpherson.edu/careers/resource_center/Teaching%20Resume.doc)

This Web site provides rudimentary resume skills, a sample resume, and tips for student teachers and recent teacher education graduates.

Resume Development for Teachers. (<http://www.stthomas.edu/lifeworkcenter/documents/Teacher%20resume%20development.doc>)

This is a detailed nine-page PDF file that focuses on developing a stellar resume.

Sample Teaching Resume (http://www.mnstate.edu/career/job_search/t-resume.pdf)

This Web site provides future educators with guidelines for creating a teaching resume. This site also provides a sample resume.

Teaching Resume Generator. (http://www.technology.com/web_tools/resume)

Making a resume just got simpler—type in your objective, education, work experience, and so on, and your resume will be created using a template, leaving you no need to worry about wasting time on computer applications and keyboarding skills.

FOR FURTHER READING

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