Professional Evaluation Portfolio: How to Develop, Organize and ‘Show’ Everything you Do

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"Your evaluation will be based on what you do in the next thirty seconds. Go!"
Inservice Agenda

• **Your** Professional Evaluation Portfolio
  – What is it?, Do I need one?
  – Portfolio basics
  – Benefits of Portfolios
  – Ideas for showcasing and celebrating
    • Basic Layout and Design
      – Traditional Portfolio: 3-ring binder
      – E Portfolio: using technology & the digital age

• **What is an Artifacts?**
  – Arranging Artifacts by Domains
  – Documenting Artifacts

• References and Examples
• Question and Answer Session
• Make It and Take It Session
Professional Evaluation Portfolio

• What is it?
  – A compilation of teaching activities (artifacts) and practices (written reflections) organized within an easily accessible document
  – Not a snapshot, rather portfolios offer administrators a total picture, from beginning to end of school year
  – An ongoing process
  – **NOT** a scrapbook; be selective of what is included
  – It covers the entire evaluation cycle
    • 1 year for probationary staff members; and
    • 2 years for certified staff members
Professional Evaluation Portfolio

• Do I need one?

  – **Yes**. All employees will need some type of ongoing organizational system for the evaluation process

  – The evaluation model by Danielson is more employee driven

  – A portfolio should be more than a miscellaneous collection of artifacts or an extended list of professional activities.

  • It should carefully and thoughtfully document a set of accomplishments attained over an extended period of time that **contributes to student achievement**.

  • And, it should be an ongoing process.
Professional Evaluation Portfolio Basics

What to include in a portfolio:
1. Table of Contents
2. Copy of Professional certification/licensure
3. SESE Job Description
4. SESE Evaluation Plan and Evaluation Tool
5. Artifacts and Documents of your teaching practices
   1. May be subdivided into: Teacher Tools & Student Products
6. Reflective commentaries: These commentaries do more than describe the portfolio contents; they examine the teaching documented in the portfolio and reflect on what teacher and students learned.
   1. Connect the reflection to either what you learned during the experience and/or to student learning if you taught the activity.
Professional Evaluation Portfolio – Basics and Beyond

• Development of Portfolio takes time and personal reflection
  – Be Selective. It’s quality not quantity!

• It’s a Living, Working Document – save evidence
  – Should you submit artifacts as they are collected?
  – Check with your individual supervisor (e.g. TS has separate email address for artifacts)

• Utilize an Organizational System – traditional or digital
  – Label each section and categorize artifacts as you save them
  – Use a 3-ring binder that will lay flat as you view it

• As your collect/save artifacts make a note of why you’re saving it and how you plan to use it
Professional Evaluation Portfolio – Basics and Beyond

• Review your artifacts often
  – Identify gaps in your collection of artifacts; and
  – Make a plan of how to obtain needed artifacts

• Make sure you have everything you need
  – Digital: an E-Portfolio site
  – Traditional: a Binder, dividers, sheet protectors, pocket folders, tabs (make sure they stick out)

• Professional Presentation
  – neat, organized & easy to follow

• Uniqueness
Benefits of a Portfolio

• Creating a professional portfolio involves considerable effort
  – good teaching/service delivery, so you have something to showcase
    in the first place;
  – careful planning;
  – thorough record keeping;
  – thoughtful selections of items to include; and
  – certainly a fair measure of creativity.

• What are the payoffs?
  1. The chance to reflect on our practice. Portfolio development is an
     important growth experience.
  2. Portfolio presents selected information on teaching activities and
     solid evidence of their effectiveness. (Seldin, 1997, p. 2)
  3. The process allows us to collaborate with mentors, other
     colleagues and administrators.
  4. Contributes to student achievement and growth.
Ideas for Showcasing & Celebrating work using the Danielson Framework

- E-Portfolio
- Traditional Portfolio

<table>
<thead>
<tr>
<th>Digital portfolio</th>
<th>Paper portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enduring</td>
<td>Can deteriorate over time, susceptible to environmental degradation – moisture, sunlight, etc</td>
</tr>
<tr>
<td>Provides continuity and can be lifelong</td>
<td>Often time-bound and discontinuous</td>
</tr>
<tr>
<td>Totally mobile</td>
<td>Not easily mobile, transport can be difficult</td>
</tr>
<tr>
<td>Freely and easily reproducible</td>
<td>A reproduction can be very time consuming and inevitably will not look as good</td>
</tr>
<tr>
<td>Fully searchable – instantly and always available to be searched</td>
<td>Table of contents and possibly an index, requires physical presence. Can be slow to cross reference instances of a given ‘term’</td>
</tr>
<tr>
<td>Enables collaborative work</td>
<td>Not easily and certainly not simultaneously</td>
</tr>
<tr>
<td>Can be a ‘live’ resource for others</td>
<td>Could be a limited and time-bound resource</td>
</tr>
<tr>
<td>Easily reviewable by anyone, anywhere, anytime</td>
<td>Needs to be physically present</td>
</tr>
<tr>
<td>Can be read, peer reviewed, or marked by multiple viewers simultaneously. i.e. it has a feedback loop</td>
<td>Needs to be copied and then distributed to enable multiple viewers or markers</td>
</tr>
<tr>
<td>Allows different organisational ‘views’ of the one set of core resource material</td>
<td>Fixed layout and format</td>
</tr>
<tr>
<td>The views represent different functions for the ePortfolio: progression, process, showcase, competencies, etc</td>
<td>Different layouts are difficult to produce and are always (paper) media bound or may also contain discrete additional media samples</td>
</tr>
</tbody>
</table>
Create E-Portfolios: Google example

- Google Notebook
- Digital Images in Picasa (from scanner or digital camera)
- Digital Video Clips exported from iMovie or PhotoBooth
- Google Docs
- Collection of Artifacts stored in Google Apps
- Portfolio as Storage
- Digital Audio Clips (Audacity, Garage Band or digital recorder)
Showcasing & Celebrating using a Digital Format

• **EduClipper (free)**
  – Use EduClipper to create a board for each domain and then attach clips to evidence and artifacts. Clips can be anything! Photos, documents, videos and more.

• **Blog (free with Blogger)**
  – Create a blog to capture artifacts and evidence. You may want to consider a standard format such as:
  – Describing what you did.
  – Sharing a link or embed code.
  – Indicating and explaining which domain this addresses
  – Tag each post so that you can click on any component and share how you are teaching effectively.

• **Wiki (free with Wikispaces for educators)**
  – Create a wiki and make a link in the sidebar for each domain. When you click on each domain, have that have links to each component. As you demonstrate effectiveness in various ways, share it on the wiki and then link that page to the appropriate component.

• **Flickr (free version)**
  – Flickr is a video and photo sharing site. For each picture or video you can include a comment and description. With Flickr, you have a few choices. You could simply tag your pictures and videos to the corresponding domain and components or you can make an album for each domain that contains photos and videos of artifacts and evidence aligned to each of the components.

• **Popular Apps**
  – Evernote
  – VoiceThread
  – Three Ring
What is an Artifact?

• An Artifact is a piece of documentation.
• Each artifact should be accompanied by a brief, identifying description. (type/write on back of artifact if you choose)
  – For each artifact **Include:**
    • Title of the Artifact
    • Date Produced
    • Description of the Context
    • Purpose, Evaluation or other Comments
  – Be Specific and Reflective!
Artifact Tips

• Keep it Simple - imagine viewing a friend’s home video. . .would you rather see 2 hours of footage or 5 minutes of highlights

• Keep it Manageable

• Be Timely – review your portfolio at least twice a year (maybe quarterly)

• Say Cheese – keep a cheap camera on hand to use on a moment’s notice

• Make Copies – when possible, use copies of original documents. Keep originals in a safe place

• Make it Clear – create a custom cover. Use clear plastic page holders inside to keep pages clean and neat

• Keep it Legible - Use a computer to type and print out easy-to-read information sheets and table of contents
Artifact Additional Tips

• Keep in mind that an Artifact may demonstrate effectiveness in multiple components
  – For example, if you have a class Facebook page that you use to interact with students and their families, that Facebook page can serve as an artifact for both 4c – Communicating with Families as well as 1b – Demonstrating Knowledge of Students.
  – Document: “What is the purpose of the Facebook page, etc.”
    • Remember Confidentiality!!!
Artifact Additional Tips

- **Individualized Education Plans (IEPs)**
  - Make sure to remove student identifying information from artifacts

- **Observations**
  - Write observations of the proficiency of your lessons. Include notes of successful activities as well as reactions from students that demonstrated the need for improvement. Write about how you would improve the lesson in the future. This shows your ability to think critically about your own performance and make adjustments as necessary.
  - State purpose of lesson for students (especially for formal evaluation) and allow for student-initiation

- **Student Work**
  - Include samples of your students' work throughout the year. This displays your success through student improvement as well provides concrete examples of the activities included in your lesson plans.

- **Pictures & Videos**
  - Make sure you have parental permission to photograph
Domain 1 – Planning and Preparation: Artifacts may be. . .

- Communication with families (conferences, phone logs, progress reports, report card, class contracts, email, website, connect-ed messages, letters, class newsletters)

- Communication with counselors/administrators/resource room teachers/special area teachers/support staff (phone logs, emails, meeting logs, progress/weekly reports)

- Readings from professional journals, educational publishing/online resources

- Curriculum writing

- Grant writing (proposed and/or awarded)

- Self-reflections

- Observation meetings with supervisor

- Teacher-created resources

- Grade level meetings

- Complete and/or read IEP forms

- Team meetings

- Elementary school visits

- Mock exams

- Artifacts of technology use (PowerPoint presentations, pod casts, teacher-developed websites or use of educational websites or programs such as Discovery Science or use of educational software programs such as Inspiration)

- Reflection/analysis of yearly goals
Teacher Leadership
Artifacts may be... 

- Lesson and/or Unit Plans
- Journals
- Student Handbooks
- Student Work
- School Improvement Planning
- Service on Committees
- Mission, Values & Vision
- Class Rules and Procedures
- Surveys (parent or student)
- Discipline Records
- Coaching
- Formal and Informal mentoring
- Lead Staff Development
- Membership in Professional Organizations
- Present at Staff Meetings and Conferences
- Continuing Education Credits
- Positive Relationships
Domain 2 – The Classroom Environment: Artifacts may be. . .

- Created bulletin boards
- Displayed student work
- Displayed class rules, inspirational posters
- Artifacts depicting management of student behavioral procedures
- Class contract establishing expectations
- Artifacts depicting classroom management procedures
- Artifacts depicting organizational procedures
Domain 3 – Instruction: Artifacts may be. . .

- Samples of student work (projects, homework, labs, independent readings, essays, etc.)

- Assessment tools (quizzes, exams, reading activities)

- Field trip/guest speaker records

- Records of contests entered and/or won by students

- Samples of homework assignments

- Samples of differentiated instruction

- Artifacts of motivational activities

- Examples of independent study activities

- Examples of group work activities
Instruction and Assessment
Artifacts may be . . .

- Documentation of differentiated instruction
- Professional development
- Provides feedback to students
- Student opportunities for peer and self assessment
- Classroom walk through data
- Fosters student leadership
- Fosters student collaboration
- Effective communication with students
- Use of common formative assessments
Students, Families and Community Artifacts may be . . .

- Student Profiles
- Student Surveys
- Progress Monitoring Data
- Referral Data
- Accommodation of IEP goals
- Parent Conference documents
- Parent Teacher Communication Logs
- Classroom Newsletters
- Community Presence
- Cultural awareness lessons
- Use of technology
Domain 4 – Professional Responsibilities:
Artifacts may be. . .

- Communication with families (phone log, progress reports, report cards, class contracts, emails, web-site, letters)
- Maintenance of records (grade books, attendance, discipline, portfolios, other resources)
- Professional development (departmental meetings, building meetings, district meetings, superintendent conference days, continuing education, in-service courses, conferences, college courses, national board certification, additional certifications)
- Hosted webinars or podcasts
- Cooperating teacher for a student teacher, mentoring a teacher
- Membership in professional/community organizations (IL Reading Council, IEA/NEA, etc.)
- Extra-curricular activities (applied for/or granted coaching positions for sports, clubs, supervisions)
- School programs (grade level orientations, PSAT/SAT prep, career ed night, tutoring, homebound instruction, Saturday school, district arts programs, science fair, graduation, sports/awards nights, etc.)
- Committee involvement (school or district level)
- Turnkey and/or presentations to colleagues
Reflective Practice
Artifacts may be. . .

- Lesson plans
- Seeks co-teaching opportunities
- Professional growth plan
- Completion of professional development
- Utilizes professional library
- Universal screening data
- Solicits assistance to improve instructional practice
- Student work
- Conducts action research
- Formative and summative data
- Reads and implements instructional practices from professional research journals
Question & Answer

• Evaluation Timelines

• Supervisor Preferences
  – e.g. Tracey prefers artifacts emailed immediately

• Future In-service Suggestions, Follow-up

Make It & Take It

Traditional Portfolios
Materials, ideas
References & Examples

- My Teacher Evaluation Artifact Portfolio
  - http://jenjonesportfolio.weebly.com
  - http://carnaghiteachingportfolio.weebly.com/
  - Justcallmemsfrizzle.wordpress.com/2010/04/29/my-teaching-portfolio

- www.portfoliogen.com Has the ability to password protect images and files

- http://techdialogue.wordpress.com/2013/01/04/how-to-create-a-digital-professional-portfolio/


- Nielsen, Lisa: The innovative educator. February 2, 2014. Showcasing artifacts and evidence to demonstrate #TeacherEffectiveness with #DanielsonDomain