

# 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 you 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

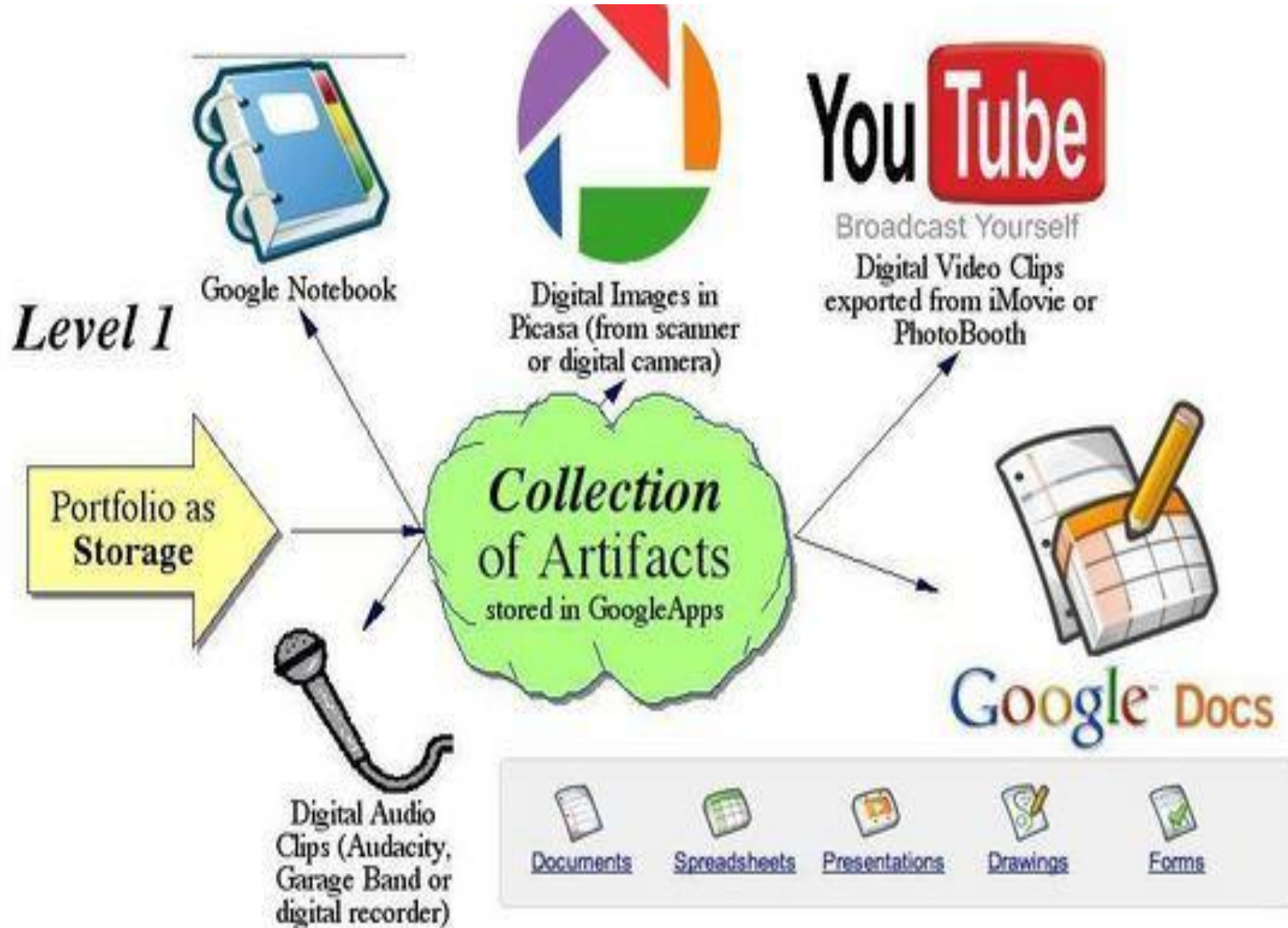


- Traditional Portfolio



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

# Create E-Portfolios: Google example





# 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 . . .

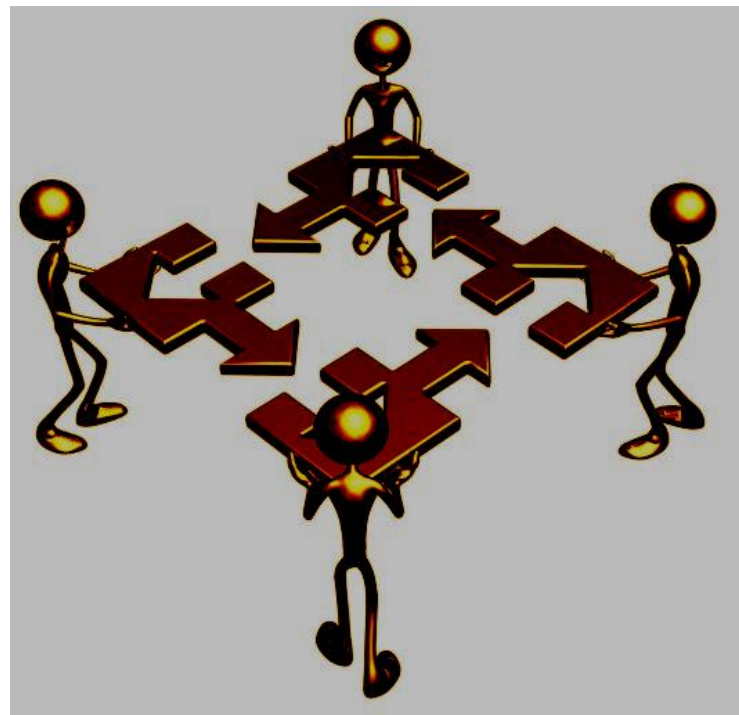
- Lesson plans
- Seeks co-teaching opportunities
- Professional growth plan
- Completion of professional development
- Utilizes professional library
- Universal screening data
- Solicits assistance to improve instructional practice
- Student work
- Conducts action research
- Formative and summative data
- 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>
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- Nielsen, Lisa: The innovative educator. February 2, 2014. Showcasing artifacts and evidence to demonstrate #TeacherEffectiveness with #DanielsonDomain
- Seldin, P. (1997). The teaching portfolio (2<sup>nd</sup> ed). Bolton, MA: Anker.