

# Portfolio

## Definition of Option

Teachers, as individuals, develop and submit a plan to increase knowledge, skills, or teaching performance (could be any combination of the three). A professional portfolio offers teachers the opportunity to work independently to set meaningful goals, to devise a concrete action plan for meeting those goals, and to assess progress reflectively. A portfolio is an ideal form of job-embedded learning because it intrinsically motivates competent professionals through ownership in and a personal commitment to individual growth.

In the portfolio mode, professional employees will examine their own practice in relation to the Danielson's *Framework for Teaching* and reflect in a written report and/or documented discussions with colleagues. Portfolios may be developed according to criteria established collaboratively by the administrator and the teacher based upon their interests or needs. Resources, data collection tools, and the results of the reflective sessions should be shared with the principal and used as evidence in the supervision and evaluation of the employee. A teacher portfolio is an anthology of achievements that the teacher has accomplished, both in the classroom and elsewhere. It is a personal document that is designed to display the teacher's talents and proficiencies, and it demonstrates a teacher's knowledge and skills. What the teacher includes is always a matter of intent. The teaching portfolio describes and documents multiple aspects of a person's teaching ability. It is a mechanism and space for reflecting upon one's teaching. The format of a portfolio can vary considerably, but an effective portfolio should be structured, representative, and selective. It is structured in that it should be organized, complete, and creative in its presentation. In addition to attending to structure, the portfolio also should be comprehensive and should be representative of one's work. The natural tendency for anyone preparing a portfolio is to document *everything*. However, careful attention should be given to conciseness and selectivity in order to appropriately document one's work.

## Requirements

Staff members may choose this option if the following conditions are met:

1. They hold Instructional II certification in their field.
2. At their request and with the approval of the building principal/assistant principal/supervisor, the staff members apply through the Professional Growth Plan.
3. They have received satisfactory ratings for the previous three (3) years.
4. They understand that they might be requested to share knowledge gained through this process.
5. They must be able to document progress made on the investigation of the topic.

6. The Professional Growth Plan must include the following:
- Focus and/or goals
  - Strategies for accomplishing the focus and/or goals
  - Proposed value of the project in terms of students' learning, a time line, required resources and support, documentation of process by means of data collection, and some form of reflective self-assessment process.

### **Characteristics of a Portfolio**

- Goal Setting
  - 1) Written goal(s) must be clear, realistic and measurable.
  - 2) Portfolio growth goal(s) must be connected to the standards of professional practice identified by the district, the district comprehensive planning goals or to grade level, departmental, or building goals.
- Formulation and Implementation of a Professional Growth Plan
  - 1) Provide a rationale for the pursuance of the stated focus and/or goal(s).
  - 2) Outline concrete steps and a timeline for achievement of the focus and/or goal(s).
  - 3) Include method of teacher learning, resources and the roles of colleagues, professionals, administrators, and/or experts.
  - 4) Devise format of documentation.
  - 5) Document results.
- Administration will provide leadership and support
- Submit the portfolio at the end of the cycle to the supervising administrator as defined under the *Requirements* section above.