

# PROFESSIONAL PORTFOLIO HANDBOOK

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## Health Promotion Majors

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# Professional Portfolios

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## OVERVIEW

The health promotion programs in the Department of Health Promotion and Physical Education are committed to preparing future professionals with the knowledge, skills, and credentials needed to be successful as a professional working with diverse populations. To this end the Department has established a set of learning standards identifying what future health promotion professionals need to know and be able to do.

One avenue to help health promotion majors prepare for their future careers is through the development of a professional portfolio. The current landscape in health care is continually shifting. Portfolios offer a rich medium that allow the merging of standards and authentic qualities to fulfill the department's educational goal for each student (Melograno, 1998; Zubizarreta, 2004).

## WHAT IS A PORTFOLIO?

A portfolio is a purposeful, integrated display of student work or performance data through a collection of artifacts demonstrating effort, progress, or achievement in one or more areas over an extended period of time (Burke, Fogarty, & Belgrad, 2002; Melograno, 1998).

According to Zubizarreta (2004):

The learning portfolio is a flexible, evidence-based tool that engages students in a process of continuous reflection and collaborative analysis of learning. As written text, electronic display, or other creative project, the portfolio captures the scope, richness, and relevance of students' learning. The portfolio focuses on purposefully and collaboratively selected reflections and evidence for both improvement and assessment of students' learning. (p.16)

In essence, it represents a broad and authentic picture of student learning with ongoing feedback. It is important to remember that portfolios are not made of anything and everything. Item selection is a key component of the portfolio process (Melograno, 1998; Zubizarreta, 2004).

## **PURPOSES OF PORTFOLIOS**

According to Melograno (1998) and Burke et al. (2002), portfolios serve the following purposes:

1. Verification of the range of knowledge, skills, and dispositions learned through coursework, field experiences, internships and community involvement.
2. Aids in future professionals growth. Portfolios allow future professionals to assess their own learning and progress through review and reflection and sets the stage for lifelong professional development. They also provide future professionals with the opportunity to take ownership of their own learning.
3. Enhances employment opportunities. Portfolios demonstrate future professionals competency in concrete ways.
4. Demonstrate content and process knowledge. Artifacts in portfolios demonstrate future professionals content knowledge as well as their ability to apply that knowledge in the real world.
5. Integrates learning from different courses through established standards.

## **E-PORTFOLIOS**

E-portfolios are electronic versions of portfolios. E-portfolios give the student the opportunity to easily update his/her information, customize the portfolio to suit the position, and make it readily available to prospective supervisors and employers.

When you graduate you will be able to maintain your eportfolio or make a CD of it to take with you.

The recommended authoring tool is Web Profile manager. You can access the Web Profile manager through [myhome.ithaca.edu](http://myhome.ithaca.edu) and use your user name and password.

## DEPARTMENT STANDARDS AS FRAMEWORK FOR THE PORTFOLIO

The Department of Health Promotion and Physical Education standards for health promotion majors are used as a framework for organizing portfolios. All artifacts selected should provide tangible evidence that each standard has been met. These eight standards serve as the specific goals of the Department's health promotion programs and are woven throughout your professional preparation.

Students should modify the wording of each standard to reflect their specific future focus and how the standards and competency apply to their future endeavors.

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### **Standard 1 - Content Knowledge:**

Ithaca College health promotion professionals demonstrate a rich, thorough understanding of the content and skill knowledge, theories, and issues comprising their discipline.

### **Standard 2 - Planning and Implementation:**

Ithaca College health promotion professionals are able to plan and implement effective, developmentally appropriate programs and presentations based on upon sound principles of content knowledge and desired goals.

### **Standard 3 - Positive Environment:**

Ithaca College health promotion professionals create safe and motivational environments that encourage all participants to become actively involved and engaged.

### **Standard 4 - Diversity:**

Ithaca College health promotion professionals respect and possess knowledge of diversity in its many forms and know how to use this competence to develop relationships, organization, community and experiences that help all involved achieve to their fullest potential. The professional is able to function effectively and respectfully in a diverse world.

### **Standard 5 - Technology:**

Ithaca College health promotion professionals are able to effectively utilize technology to enhance their effectiveness and professional growth and development.

### **Standard 6 - Assessment and Research:**

Ithaca College health promotion professionals demonstrate the ability to develop and utilize a variety of assessment and/or research tools and techniques designed to evaluate, provide feedback, and shape future planning and programs.

### **Standard 7 - Collaboration and Outreach:**

Ithaca College health promotion professionals foster positive relationships with a variety of target groups (e.g. clients, participants, families, colleagues, local community members, etc.) in order to promote and enhance health and well-being of the communities they serve.

### **Standard 8 - Professional Development:**

Ithaca College health promotion professionals engage in reflective practice and continually seek to improve their knowledge base and effectiveness as professionals, make positive contributions to the culture of their fields, and engage as an emerging professional.

## E-Portfolio Organization

You can view a sample e-portfolio at <http://eportfolios.ithaca.edu/demo/wuest/>.

The contents of the portfolio are organized as follows:

- Introduction – this is the first page of the portfolio and what viewers see when access your site. You should introduce yourself, invite the reader to browse through your eportfolio, and then highlight what is contained within the document.
- Professional philosophy
- Resume – both as a web page and a .pdf document
- Professional Standards – provide an overview of the standards here
  - Content Knowledge
  - Planning and Implementation
  - Positive Environment
  - Diversity
  - Technology
  - Assessment and Research
  - Collaboration and Outreach
  - Professional Development
- Experiential learning – fieldwork and other experiences that contribute to your professional growth.
- Background – short, professional-focused autobiography
- Photo gallery – study abroad, field experiences.

The screenshot shows a student ePortfolio interface. At the top, it says "Student ePortfolio" and "Deborah Wuest (demo)". The ITHACA logo is in the top right. Below the header is a navigation bar with "Deborah Wuest >". A sidebar on the left contains a list of menu items: Deborah Wuest, Professional Philosophy, Resume, Professional Standards (highlighted), Content Knowledge, Planning and Implementation, Positive Environment, Diversity, Technology, Assessment, Collaboration and Outreach, Professional Development, Experiential Learning, Graduate Study, Background, Documents, Blog: Defining Excellence, and Site Map. The main content area is titled "Professional Standards" and contains a paragraph of introductory text followed by a bulleted list of instructions for creating standards pages.

Student ePortfolio

# Deborah Wuest (demo)

ITHACA

Deborah Wuest >

Deborah Wuest

Professional Philosophy

Resume

**Professional Standards**

- Content Knowledge
- Planning and Implementation
- Positive Environment
- Diversity
- Technology
- Assessment
- Collaboration and Outreach
- Professional Development

Experiential Learning

Graduate Study

Background

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Documents

Blog: Defining Excellence

Site Map

## Professional Standards

This page should briefly introduce the reader to the standards and let the reader know that for each standard you have provided artifacts to demonstrate your achievement. The standards include content knowledge and skills, planning and implementation, positive learning environment, diversity, technology, assessment and research, collaboration and outreach, and professional development.

- Change the wording on each standard to reflect your major and profession, while maintaining the overall purpose of the standard.
- Each standard has its own web page -- it is custom page and a subsection of standards.
- Each standard, for example - Content Knowledge, should have two artifacts associated with it. Each artifact must be accompanied by a reflective statement. The reflective statement should explain the artifact, what it is, when it was created, what you learned, and how it demonstrates your achievement of that specific standard.
- For most artifacts, you need to add them by uploading them through the documents section and then featuring them as a sidebar. For some artifacts, such as a blog, a video posted on YouTube (or elsewhere), or a web page, you can provide an external link to the artifact.
- These artifacts should represent your best work. Again, the reflective statement is a critical part of this process.

Be sure to spell check your work.

## Selection of Artifacts

Take care in selecting artifacts for inclusion in the portfolio. Be sure that you are able to answer the question, “Why did you select this artifact for your portfolio?”

Make sure that the artifact clearly is a good fit for the standard and that it demonstrates how you have met the standard.

Health promotion professionals need to bear in mind that there is equal emphasis placed on the *process* of portfolio assessment, not just its product. Therefore, you must actively participate in selecting items and must determine the merits of your selection through reflection (Melograno, 1998).

**Students are required to demonstrate competency in the standard with two (2) artifacts by the senior year. Portfolios may contain more than 2 artifacts per standard, but not fewer. Each artifact requires reflection.**

## Reflection

Reflection is critical to the portfolio process. For each artifact selected, you must provide a reflection. In writing your reflection, you need to specify the standard for the selected artifact and provide a rational statement for the selection. It is through this reflective process that you gain a deeper understanding and appreciation of assessing your own learning. Questions that might direct your reflections include:

1. Why did I include this artifact? Why is it important?
2. What are the strengths and weaknesses of the artifact?
3. How does it fit with the selected standard?
4. What have I learned by doing this assignment/activity/project? How have I applied what has been learned?
5. Why does this assignment/activity/project matter? Why is it valuable and what learning occurred from your experience of it?
6. How is the assignment/activity/project meaningful to your profession?
7. How does the artifact assist with lifelong learning?
8. To what extent does this product of learning meet the educational standards and goals?
9. What difference has the artifact of the experience/assignment/activity/project made in my intellectual, personal, and ethical development?
10. Is what I have learned valuable to have learned at all? In what ways?
11. What else do you need to learn? How will you go about learning it?
12. What expectations did you have for learning before completing this assignment? Have they changed after the completion of this assignment? What has changed? How has this change affected the way you work? What evidence do you have that you are a better learner as a result of this change?
13. What lies ahead for improvement and future learning?

## Sample Reflection

**Standard #:** 1      **Title:** Content Knowledge

**Name of artifact:** Physical Activity and Health: *Healthy People 2010*

**Course/Activity:** Physical Education, Exercise, and Sport (Fall 2009)

**Rationale Statement:** This is an assignment that I completed in my first class that was specifically geared towards physical education. I really liked this assignment because it allowed me to pontificate on health problems and issues facing the United States currently. It allowed me to think for the first time what the purpose of physical education is and what programmatic changes need to be made in order for the United States to become a healthier nation. This document is valuable because it breaks down the health problems we face as a nation and it allowed me to think of ways to enhance our physical education classes in the future. This document also outlines goals for the future, but in order for these goals to be realized we need “active change agents” who are willing to be committed in the teaching-learning process and serve as positive role models for children in our public school systems.

As physical educators we certainly cannot alter the obesity epidemic in substantial ways given the limited contact hours we have with our students, but we can instill in our students a love for physical activity and maintaining a healthy lifestyle. We need to provide children with enough information and increase their opportunities to perform physical activities outside of school. One thing that I need to learn in order to be successful is how to make the most of each class time and try and keep the children as active as possible. Another thing that would be helpful would be to look at the research and find strategies to motivate children to perform physical activities outside of school. My goals as a physical educator have changed after completing this assignment. I would like to find a way to allow children to learn as much as possible while engaging in moderate to vigorous physical activity (MVPA).

This document made me begin to research strategies for motivation in physical education and allowed me to construct my own ideas on the best practices to incorporate fitness into physical education. The information I gained from this assignment has transformed my thoughts on teaching physical education, and how this knowledge can be used to produce physically educated individuals. The teaching framework that I now operate from is directly related to the profound impact this assignment had on me. I continue to read the literature and finds ways to formulate ideas that I can use effectively to incorporate fitness into teaching physical education. To me, this is an ALL important first step in the right direction in helping combat the obesity epidemic. Through the provision of high quality PE programs, we can certainly empower our students to engage and maintain a healthy and physically active lifestyle.

## Field-based Experiences

You should also include your field-based experiences, such as internships and relevant volunteer activities in your portfolio. This should include the place of the field experience, the associated class, the hours accumulated, and the reports and observations associated with that experience.

## **PRESENTATION OF PROFESSIONAL PORTFOLIO**

The formal presentation of your portfolio will take place during your senior year in HLTH 44400 Professional Leadership in Health. This event will be conducted as a presentation and/or interview where the emerging professional is provided the opportunity to demonstrate growth and development in terms of knowledge, skills, and dispositions to a panel of judges.

## **JUNIOR TRANSFERS**

Junior transfers will undergo pre-review of their portfolio during the first block of the spring semester. You will present your portfolio to the faculty panel during final exam week of the spring semester.

## RUBRIC

Portfolio Component	Exceeds the Standard	Meets the Standard	Partially Meets Standard	Does not Meet Standard
Appearance	5 Points All pages: <ul style="list-style-type: none"> <li>▪ Exhibit a professional style</li> <li>▪ Consistency</li> <li>▪ Easy to read</li> <li>▪ Logically organized</li> <li>▪ Graphically appealing</li> <li>▪ Include all required components</li> </ul>	4 points Most/many pages: <ul style="list-style-type: none"> <li>▪ Exhibit a professional style</li> <li>▪ Consistency</li> <li>▪ Easy to read</li> <li>▪ Logically organized</li> <li>▪ Graphically appealing</li> <li>▪ Include all required components</li> </ul>	3-2 Points Some pages: <ul style="list-style-type: none"> <li>▪ Exhibit a professional style</li> <li>▪ Consistency</li> <li>▪ Easy to read</li> <li>▪ Logically organized</li> <li>▪ Graphically appealing</li> <li>▪ Include all required components</li> </ul>	1-0 Points Few or no pages: <ul style="list-style-type: none"> <li>▪ Exhibit a professional style</li> <li>▪ Consistency</li> <li>▪ Easy to read</li> <li>▪ Logically organized</li> <li>▪ Graphically appealing</li> <li>▪ Include all required components</li> </ul>
Navigation	5 Points Navigation is complete and clear: <ul style="list-style-type: none"> <li>▪ All buttons/links work correctly</li> <li>▪ Pages are logically grouped</li> <li>▪ Consistency on each page</li> </ul>	4 points Navigation is adequate and clear: <ul style="list-style-type: none"> <li>▪ All buttons/links work correctly</li> <li>▪ Pages are logically grouped</li> <li>▪ Consistency on each page</li> </ul>	3-2 Points Navigation is adequate: <ul style="list-style-type: none"> <li>▪ Most buttons/links work correctly</li> <li>▪ Most pages are logically grouped</li> <li>▪ Some inconsistency on pages</li> </ul>	1-0 Points Navigation is inadequate: <ul style="list-style-type: none"> <li>▪ Few buttons/links work correctly</li> <li>▪ Few pages are logically grouped</li> <li>▪ Inconsistency on pages</li> </ul>
Completeness		10 - 9 points All required elements included and of high quality: <ul style="list-style-type: none"> <li>▪ Personal statement</li> <li>▪ Philosophy</li> <li>▪ Resume</li> <li>▪ Standards</li> <li>▪ Minimum 2 artifacts/standard</li> </ul>	8-7 points Some required elements included and of adequate quality: <ul style="list-style-type: none"> <li>▪ Personal statement</li> <li>▪ Philosophy</li> <li>▪ Resume</li> <li>▪ Standards</li> <li>▪ Minimum 2 artifacts/standard</li> </ul>	5-0 points Required elements incomplete or of inadequate quality: <ul style="list-style-type: none"> <li>▪ Personal statement</li> <li>▪ Philosophy</li> <li>▪ Resume</li> <li>▪ Standards</li> <li>▪ Minimum 2 artifacts/standard</li> </ul>
Artifacts	10 points All artifacts are: <ul style="list-style-type: none"> <li>▪ Purposeful</li> <li>▪ Reflected upon</li> <li>▪ Tied to the chosen standard</li> <li>▪ Tied to the field or profession</li> <li>▪ Easy to understand</li> <li>▪ Comprehensively tied together</li> <li>▪ Demonstrate competencies associated with the standards</li> </ul>	9-8 points Most artifacts are: <ul style="list-style-type: none"> <li>▪ Purposeful</li> <li>▪ Reflected upon</li> <li>▪ Tied to the chosen standard</li> <li>▪ Tied to the field or profession</li> <li>▪ Easy to understand</li> <li>▪ Comprehensively tied together</li> <li>▪ Demonstrate competencies associated with the standards</li> </ul>	7-6 points Some artifacts are: <ul style="list-style-type: none"> <li>▪ Purposeful</li> <li>▪ Reflected upon</li> <li>▪ Tied to the chosen standard</li> <li>▪ Tied to the field or profession</li> <li>▪ Easy to understand</li> <li>▪ Comprehensively tied together</li> <li>▪ Demonstrate competencies associated with the standards</li> </ul>	5-0 points Few or no artifacts are: <ul style="list-style-type: none"> <li>▪ Purposeful</li> <li>▪ Reflected upon</li> <li>▪ Tied to the chosen standard</li> <li>▪ Tied to the field or profession</li> <li>▪ Easy to understand</li> <li>▪ Comprehensively tied together</li> <li>▪ Demonstrate competencies associated with the standards</li> </ul>
Reflections	10 points All entries provide evidence of: <ul style="list-style-type: none"> <li>▪ Serious consideration of the information</li> <li>▪ Analysis and higher level thinking</li> <li>▪ Reflective in different and many situations</li> <li>▪ Self-assessment</li> <li>▪ Growth as a professional</li> <li>▪ Connections between content and learning</li> <li>▪ Creativity</li> </ul>	9-8 points Most/many entries provide evidence of: <ul style="list-style-type: none"> <li>▪ Serious consideration of the information</li> <li>▪ Analysis and higher level thinking</li> <li>▪ Reflective in different and many situations</li> <li>▪ Self-assessment</li> <li>▪ Growth as a professional</li> <li>▪ Connections between content and learning</li> <li>▪ Creativity</li> </ul>	7-6 points Some entries provide evidence of: <ul style="list-style-type: none"> <li>▪ Serious consideration of the information</li> <li>▪ Analysis and higher level thinking</li> <li>▪ Reflective in different and many situations</li> <li>▪ Self-assessment</li> <li>▪ Growth as a professional</li> <li>▪ Connections between content and learning</li> <li>▪ Creativity</li> </ul>	5-0 points Few or no entries provide evidence of : <ul style="list-style-type: none"> <li>▪ Serious consideration of the information</li> <li>▪ Analysis and higher level thinking</li> <li>▪ Reflective in different and many situations</li> <li>▪ Self-assessment</li> <li>▪ Growth as a professional</li> <li>▪ Connections between content and learning</li> <li>▪ Creativity</li> </ul>

## References

- Burke, K., Fogarty, R., & Belgrad, S. (2002). *The portfolio connection: Student work linked to standards* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Corwin Press.
- Melograno, V.J. (1998). *Professional and student portfolios for physical education*. Champaign, IL: Human Kinetics.
- Zubizarreta, J. (2004). *The learning portfolio: Reflective practice for improving student learning*. Bolton, MA: Anker Publishing Company.



## **APPENDIX B - Frequently Asked Questions**

### **Should I include papers from my non-major specific classes?**

- You don't want to put everything into your portfolio because it will be too overwhelming, but if you do a project or a paper for an elective class and you feel it relates to one of the standards, then it can be incorporated into that section. It is not about the quantity of the materials in your portfolio, but it is about the quality of work that you include.

### **Should I include projects that I worked on with other people in my portfolio?**

- You should absolutely include projects in your portfolio. You need to make sure that all group members' names are included on the project and you may want to make note of which parts you actually completed by yourself, if applicable.

### **Can I use one artifact for more than one standard?**

- While it is not ideal to use one artifact to demonstrate more than one standard, there are times when a project or activity reflects more than one standard. In that case, you may use the artifact more than one time, but each reflection about the artifact must closely relate to the standard under which it is housed. For example, if you use an artifact for Collaboration & Outreach and for Diversity, you are required to reflect specifically about it from a Collaboration perspective for the one section, and from a Diversity perspective in the other. The reflections cannot be re-used.

### **Can I use photos as artifacts?**

- In some cases. Students who study abroad may have photos of themselves engaging in activities that reflect one of the learning standards. The photo does not take the place of the artifact, but may be considered a proxy artifact. The reflection for this artifact then requires more weightiness to explain the setting of the photo, its significance and importance, and a great deal of detail about the experience and why it fits the learning standard.

### **Where should my reflection be in regards to my artifact?**

- Each artifact should include a reflection and this should be on the same page as your artifact.

### **How many artifacts do I need?**

- Each standard requires at least two (2) artifacts by the senior year. Students are not limited to two artifacts, however, and the best portfolios integrate the most important artifacts of a learning career rather than an imposed number of artifacts.

### **What format should the artifacts be in?**

- You should be very careful about posting Word documents to your portfolio. It is better that documents be converted to PDF wherever possible.