

# PRESERVICE PROFESSIONAL PORTFOLIO HANDBOOK

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## Teacher Education

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# Professional Portfolios

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## OVERVIEW

The teacher education program in the Department of Health Promotion and Physical Education is committed to preparing preservice teachers with the knowledge, skills, and dispositions needed to be successful as a teacher in a diverse community of learners. To this end the Department has established a set of 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 educational reform focuses on standards-based outcome derived through authentic assessment. Portfolios offer a rich medium that allows the merging of standards and authentic qualities to fulfill this educational goal (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 on going 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, community involvement, and student teaching.
2. Aids in preservice teacher growth professionally. Portfolios allow preservice teachers to assess their own learning and progress as teachers through review and reflection and sets the stage for lifelong professional development. They also provide preservice teachers with the opportunity to take ownership of their own learning.
3. Enhances employment opportunities. Portfolios demonstrate preservice teacher competency in concrete ways.
4. Demonstrate content and process knowledge. Artifacts in portfolios demonstrate preservice teachers' content knowledge as well as their ability to apply that knowledge in the real world of teaching.
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**

Ithaca College Teacher Education Program Standards for the beginning teacher 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 Ithaca College teacher education program and the Department. They are woven throughout the program. These standards, in addition to embracing Interstate New Teacher Assessment and Support Consortium (INTASC) standards, encompass New York State learning standards and regulations.

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

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

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

Ithaca College teaching professionals are able to plan and implement effective, developmentally appropriate lessons and curricula based upon sound principles of content knowledge and skill development.

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

Ithaca College teaching professionals create safe and motivational learning environments that encourage all students to become actively involved.

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

Ithaca College teaching professionals respect and possess knowledge of diversity in its many forms and know how to use this competence to develop relationships, instruction, schools, classrooms, communities and experiences that help all students achieve to their fullest potential and function effectively and respectfully in a diverse world.

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

Ithaca College teaching professionals are able to effectively utilize technology to enhance student learning and professional growth and development.

### **Standard 6 - Assessment:**

Ithaca College teaching professionals demonstrate the ability to develop and utilize a variety of assessment tools and techniques designed to evaluate student learning and performance, provide feedback, and shape future lesson planning, programs, and curricula.

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

Ithaca College teaching professionals foster positive relationships with a variety of target groups (e.g. students, families, colleagues, local community members, etc.) in order to promote and enhance the teaching and learning environment.

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

Ithaca College teaching professionals engage in reflective practice and continually seek to improve their knowledge base and effectiveness as teachers, make positive contributions to the culture of their fields, and demonstrate the dispositions of 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 Learning Environment
  - Diversity
  - Technology
  - Assessment
  - 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)". Below this is a navigation bar with "Deborah Wuest >". The main content area is divided into two columns. The left column contains a list of menu items: "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", "Documents", "Blog: Defining Excellence", and "Site Map". The right column is titled "Professional Standards" and contains a paragraph of introductory text followed by a bulleted list of instructions for creating standards pages. The text reads: "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." The bulleted list includes: "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.", and "These artifacts should represent your best work. Again, the reflective statement is a critical part of this process." At the bottom of the right column, it says "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.

Preservice teachers 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).

## 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. Some reflective questions may include:

1. Why should I include this artifact? Why is it important? What are its strengths and weaknesses? How does it fit into the selected standard?
2. What have I learned by doing this assignment? How have I applied what has been learned?
3. Why do you consider this learning to be valuable?
4. What has been meaningful about what you learned?
5. How does what I have learned fit into a full, continual plan for learning?
6. To what extent does this product of learning meet educational standards and goals?
7. What difference has the learning made in my intellectual, personal, and ethical development?
8. Is what I have learned valuable to have learned at all? In what ways?
9. What else do you need to learn? How will you go about learning it?
10. 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?
11. 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 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. You must have 100 hours of field-based experiences prior to student teaching.

## **PORTFOLIO REVIEW STAGES**

### **STAGE 1: PRE-REVIEW OF SOPHOMORE WORKING PORTFOLIO**

Stage 1 of your sophomore working portfolio review will be conducted in the fall semester (Block II). You are required to sign-up a time for this review with your advisor. The purpose of this pre-review is to check if your working portfolio adheres to the guideline outlined in the Preservice Professional Portfolio Handbook. Only preservice teachers who have successfully completed stage 1 will be allowed to proceed with Stage 2 of the portfolio review process. Preservice teachers who are unsuccessful at Stage 1 of the review process will be required to work on the deficiencies pointed out and reschedule another pre-review for your working portfolio.

### **STAGE 2: REVIEW OF SOPHOMORE WORKING PORTFOLIO**

This is a formal review process conducted by a panel of reviewers to evaluate the quality of your working portfolio. A portfolio rating form (Appendix D) will be used in this review process. At this stage, the preservice teacher should have a minimum of 10 artifacts distributed over at least 6 standards.

Preservice teachers will make a formal presentation of their portfolio to a faculty panel during the spring semester. This will be scheduled for final exam week. Preservice teachers who are unsuccessful at this stage of the review process will be placed under remediation/probation until you show progress toward the successful completion of your sophomore working portfolio.

### **STAGE 3: PRESENTATION OF PROFESSIONAL PORTFOLIO**

The final stage is a formal professional portfolio presentation and it will take place during your senior year as a culminating event. This event will be conducted as a presentation and interview where the preservice teacher is provided the opportunity to demonstrate growth and development in terms of knowledge, skills, and dispositions to a panel of judges.

This formal presentation will take place during final exam week at the end of the preservice teachers' student teaching. First semester student teachers will make their presentation during the December final exam week; second semester student teachers will present during the May final exam week. The preparation and presentation of the professional portfolio is an integral part of the teaching seminar.

## **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
	5 Points	4 points	3-2 Points	1-0 Points
Appearance	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>	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>	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>	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>
	5 Points	4 points	3-2 Points	1-0 Points
Navigation	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>	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>	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>	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>
		10 - 9 points	8-7 points	5-0 points
Completeness		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>	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>	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>
	10 points	9-8 points	7-6 points	5-0 points
Artifacts	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>	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>	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>	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>
	10 points	9-8 points	7-6 points	5-0 points
Reflections	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>	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>	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>	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 A – ARTIFACT DISTRIBUTION SHEET

You can use this chart to help you organize your artifacts. Some artifacts can be used to demonstrate achievement of more than one standard. By seeing how your artifacts are distributed, you can better decide how to place these artifacts.

<i>Kind of Artifact</i>	<i>Name of Artifact</i>	<i>Standard</i>							
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>

Source: Melograno, V.J.(1998). Professional and student portfolios for physical education (pp. 69).

## APPENDIX B – FREQUENTLY ASKED QUESTIONS

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*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 you should incorporate it 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.

*Where should I put my teaching philosophy in my portfolio?*

- Your teaching philosophy should be included in the beginning of your portfolio before all of the standards. Your philosophy will be grouped with your resumé.

*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.