



EDN 495/595: Explorations in Middle Grades Mentoring, Math and Science Final Portfolio Guidelines

What is a portfolio?

A portfolio is a collection of work used as proof, as evidence. It demonstrates: "Look what I have done, look what I can do, I have made these things, these are my products."

Why create a portfolio for this course?

The purpose of maintaining a portfolio of your learning in EDN 495/595 is four-fold:

- 1.) To provide a holistic perspective of your learning journey; an overview of the key capacities (teacher as member of collaborative team; content master; assessor; reflective decision maker) that you have developed or enhanced.
- 2.) To document your mastery of specific goals and objectives of the course through the selection and presentation of select pieces of "evidence" or "data."
- 3.) To identify how you have contributed to student progress and where you still need to improve your practice.
- 4.) To serve as a tool for learning, to be built and reflected upon in a continuous manner as you proceed in your professional development.

What should the portfolio be connected to?

- 1.) Key Capacities for Increasing Quality Instructional Effectiveness:
 - Teacher as Challenger for Learning
 - Teacher as Assessor of Learning
 - Teacher as Instructional Leader/Facilitator
 - Teacher as Content Master
 - Teachers as Inquirer and Researcher
 - Teacher as Collegial Partner
 - Teacher as Member of a Collaborative Learning Team
 - Teacher as User of Technology Tools
 - Teacher as Reflective Practitioner and Decision Maker
 - Teacher as Learner and Self-Assessor
- 2.) Course Goals and Topics (from syllabus)
- 3.) Your professional development goals outlined at the beginning of the course (Key Capacities worksheet)
- 4.) Student progress in your classroom
- 5.) New ideas/goals for your professional development
- 6.) Any professional experiences you've had during the course that relate to the key capacities and course goals

What product should be included?

There many types of artifacts and data that could be used as evidence of your learning. Below are listed several possible types of evidence as well as some related questions that might help you to reflect upon and document your growth.

- Content-specific artifacts: What new content knowledge did you gain?

- Web resources: What was particularly helpful? How did you use the information in your practices?
- Study group results (mentor self-assessments, mentee feedback forms, etc.): What discussions led to new thinking for you? What changes did you make in your classroom stemming from your discussions?
- List of articles read: How did these influence your thinking and actions?
- Student work samples: How do these illustrate the inquiry approach or principles of learner-centered supervision?
- Lesson plans: What are you trying to achieve with your design? If implemented, was it successful?
- Analyses of lesson outcomes: What did you learn? What will you change next time? Were there any unexpected outcomes?
- Reflective journal entries: How did reflection on your results lead to deeper understanding or spark new ideas?
- Growth plan for developing key capacities: What new ideas do you have about growth areas you want to pursue based on activities/experiences in the course?
- Discovery learning: What new resources activities did you implement in your class this year? How did you find them?
- Information about any outside educational programs you attended/participated in/# hours/Key learnings/How did this aid you in your growth?
- Resources from instructional sessions: Are there resources you want to use in the future? Why?

Keep in mind this is not a scrapbook.

It should be a learning tool that includes select pieces of evidence, along with written reflections that explain, for example, why you chose each artifact, in what key capacities growth took place, what obstacles you overcame, and what goals you have for continued growth in this particular area. As you assess your own learning, there should be a strong connection that links your growth to student learning.

How should a portfolio be created?

- Use TaskStream to create your final portfolio by selecting the template: "NC Quest Final Portfolio Template." Include your name in the title of your portfolio. (A sample portfolio will be made available to you).
- On the main page for each artifact, you will include the artifact if possible, or a description of it.
- For artifacts that cannot be displayed in TaskStream (e.g. samples of student work), include a description of the artifact and deliver the artifact by an alternative method (e.g. paper copy)
- If your artifact is Web-based, include the Web link and a description of how you use the Website
- If your artifact is an electronic document, it can be added to the portfolio as an attachment

Guidelines for assembling portfolios

- 1.) Portfolios should contain a minimum of 5-10 artifacts
- 2.) For each artifact you include, you must include a section containing the following information:
 - a) What is the artifact?
 - b) In what key capacities does the artifact demonstrate growth?
 - c) Analysis of the artifact: describe how the artifact contributes to your growth in the stated areas
 - d) What recommendations and strategies for improving student performance can be made based on this artifact?
- 3.) Portfolios may be compiled either individually or with another mentor/teacher in your study group.

Things to think about

Naturally, your unit assignments make great artifacts, but don't feel limited to just these. Think about all of your professional activities this year that fit within the context of the key capacities and course goals. These include:

- Outside activities at school (e.g. Science Olympiad, mentoring workshops)
- Websites you have researched and/or used in the classroom
- NC Quest resources you have used or are planning to use (e.g. labs and other links posted on the NC Quest Website, etc.)
- Your work with individual students including good student samples of inquiry-based work
- Ideas you have for classroom, curriculum for next year
- Plans to attend conferences/workshops to build on your own professional development
- New field trips you plan to take your students on
- A new plan for your further professional development

Ideas for getting started

- Review your professional development goals outlined at the outset of the course
- Review the key capacities, course objectives and topics
- Brainstorm - what specific artifacts do you want to show?
- Outline your portfolio on paper before compiling it

What makes a good portfolio?

- Appropriateness of artifacts - Your artifacts should clearly relate to the goals of NC Quest
- Making connections between activities and learning - Your portfolio should make clear **your** thoughts about how your work relates to your learning, and student learning in the classroom
- Balance - Your portfolio should represent growth across multiple capacities (e.g. growth in content knowledge, inquiry-based instruction, reflection as a tool for decision-making, etc.)