

PORTFOLIO DEVELOPMENT

MARY WATERS & BRIAN GORDON

For Discussion purposes -- think of three of your
favorite lessons to teach.

ABOUT US

Brian Gordon



Mary Waters

❖ Who are you?

WHAT IS A PORTFOLIO?

- ❖ Artifacts
- ❖ Evidence - What's the difference?
- ❖ It is a visual demonstration

MULTIPLE FORMS

Portfolio Types: E, Mobile, Paper

- **Student**
 - Growth
 - Best Work
- **Professional**
 - Professional practices and responsibilities (artifacts–S and T)
 - Self-Reflection
- **Institution–Department**
 - Data “Dashboard”
 - Focus: Program progress artifacts (student work samples, CCSS, CCTC, surveys, teacher assignments, video & audio clips, news articles, pictures, PD activities, interviews, resource inventory)
 - Self-study (to facilitate analysis)

PORTFOLIO Professional Artifacts

Danielson Framework Professional Evidence

- 3-week unit plan
- Instructional plan for at least one lesson
- Samples of assessment procedures
- Video of a class
- Artifacts of in-class assignments and homework
- Samples of student work
- Teacher reflections
- Logs of family contact, participation in school & district projects, professional contributions, and professional development
- A research log that demonstrates a teacher's structured approach to asking and answering questions

[NOTE: Portfolio evidence is considered alongside observations and evidence of student learning in order to gain a comprehensive understanding of teacher professional work.]

Secondary/Postsecondary

- Résumé (CV)
- Education and achievements (degrees, credentials, qualifications)
- Committee work (+ volunteer)
- Conferences (reflections, applications)
- Critical Incident Analysis
- Formal continuing education
- Mentoring and supervision
- Professional development trainings
- Published works
- Professional organizations (offices)
- Project work
- Syllabi

General Artifacts

- Academic work samples
- Action plans
- Administrative duties
- Awards
- Booklist (readings & book clubs)
- Brochures
- Classroom audio, video, photos
- Class presentation notes/PPT
- Coaching (activities, philosophy, record)
- Commendations and/or letters
- Community service record
- Course descriptions
- Course/program syllabi
- Credentials, certificates

- Curriculum materials (map)
- Grading (philosophy, records, spreadsheets)
- Grant writing samples
- IEPs
- Instructional units
- Journal (teaching)
- Lab & technical reports
- Learning logs
- Lesson plans (original, adaptations)
- Long-term goals
- Military service documentation
- Performance evaluations
- Personal statements
- Philosophy (teaching and learning)
- Press releases
- Presentations (conferences)
- Project snapshots (content-specific; diversity; multiculturalism; inclusion, etc.)
- Résumé (CV)
- Second language evidence
- Self-evaluation (inventory outcomes; statements)
- Student portfolio samples
- Study guides
- Technology tools use (DropBox, productivity software, technical equipment, web pages, blog, wiki, Google sites, etc.)
- Transcripts
- Writing samples (guides, test items, sample projects, etc.)

GRAD CLASS SUMMARY

Portfolio Development OEDP-5128

FIELD STUDIES OEDP-5218

- 1A** Toolbox
 - 1B** Working Portfolio Artifacts Archive

 - 2A** Working Portfolio Alignment & Conference
 - 2B** Purpose, Design, Contents, Organization, & Conference

 - 3A/3B** Presentation Portfolio Construction
-

AN EXAMPLE OF WHAT THIS PROCESS LOOKS LIKE

Working Portfolio–Askwith

FS #1A Toolbox & Bibliography—Portfolio Development

Course, Department, Program: Clothing and Textile Design, CTE, Family & Consumer Sciences

Name: Dawn Askwith, Plainfield Central High School, Plainfield, IL

A. Portfolio Tools–PRINT	Title, Link, Standards Code: CC.K-12.R.R.1, CC.9-10 and 11-12.R.L.1, CC.K-12.SL.4, CC.K-12.SL.1, CC.9-10 and 11-12.SL.4, CC.9-10 and 11-12.SL.1.a, CC.K-12.MP.1, CC.K-12.MP.3, CC.9-12.S.ID.3, HS-PS4-2
• Book	<ul style="list-style-type: none"> • Campbell, Dorothy M., et al. <i>How to Develop A Professional Portfolio: A Manual for Teachers</i>, 6th edition. [CC.11-12.W.10 Range of Writing] • Belgrad, Susan F. <i>The Portfolio Connection: Student Work Linked to Standards</i> • Rolheiser, Carol. <i>The Portfolio Organizer: Succeeding with Portfolios in Your Classroom</i> • Danielson, Charlotte. <i>An Introduction to Using Portfolios in the Classroom</i>
• Articles	<ul style="list-style-type: none"> • WWD: Women's Wear Daily – www.wwd.com - Fashion publication articles in an App to keep up with all the fashion news, shows and trends • The Cut – http://nymag.com/thecut/ - Fashion publication articles in an App that covers fashion shows from big fashion capitals of the world. Includes photos and opinions by other designers
B. Portfolio Tools–ELECTRONIC	Title, Link, Standards Code: CC.K-12.R.R.1, CC.9-10 and 11-12.R.L.1, CC.K-12.SL.4, CC.K-12.SL.1, CC.9-10 and 11-12.SL.1.c, CC.9-10 and 11-12.SL.1.d CC.9-10 and 11-12.SL.4, CC.9-10 and 11-12.SL.1.a, CC.9-10 and 11-12.R.ST.3, CC.K-12.MP.1, CC.K-12.MP.3, CC.9-12.S.ID.3, HS-ETS1-2, HS-ETS1-3, HS-LS2-7, HS-PS3-3, HS-PS4-2
• Electronic Portfolio	<ul style="list-style-type: none"> • Weebly - www.weebly.com – student portfolios • Foliotek - www.foliotek.com – student portfolios • Open School ePortfolios - • Blurb - www.blurb.com - create and print an e-portfolio • Taskstream - www.taskstream.com - eportfolio site • Pathbrite - www.pathbrite.com - eportfolio site • ThreeRing - www.threering.com - allows student and teacher feedback for digital portfolios

RESOURCE



Correlation between the **Danielson Framework for Teaching** and the **Interstate Teacher Assessment and Support Consortium (InTASC) Standards**

InTASC Standard	Framework for Teaching Component(s)
#1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1e: Designing coherent instruction Domain 3: Instruction 3c: Engaging students in learning
#2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Domain 1: Planning and Preparation 1b. Demonstrating Knowledge of Students .
#3: Learning Environment The teacher works with others to create	Domain 2: Classroom Environment 2a: Creating an environment of respect and rapport

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child and adolescent development
 - Learning process
 - Special needs
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students
- 1e Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Noninstructional records
- 4c Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues
 - Participation in school and district projects
 - Involvement in culture of professional inquiry
 - Service to the school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school and district regulation

DOMAIN 2: The Classroom Environment

- 2a Creating an Environment of Respect and Rapport**
 - Teacher interaction with students, including both words and actions
 - Student interaction with students, including both words and actions
- 2b Establishing a Culture for Learning**
 - Importance of content and of learning
 - Expectations for learning and achievement
 - Student pride in work
- 2c Managing Classroom Procedures**
 - Instructional groups
 - Transitions
 - Materials and supplies
 - Performance of classroom routines
 - Supervision of volunteers and paraprofessionals
- 2d Managing Student Behavior**
 - Expectations
 - Monitoring student behavior
 - Response to student misbehavior
- 2e Organizing Physical Space**
 - Safety and accessibility
 - Arrangement of furniture and use of physical resources

DOMAIN 3: Instruction

- 3a Communicating With Students**
 - Expectations for learning
 - Directions for activities
 - Explanations of content
 - Use of oral and written language
- 3b Using Questioning and Discussion Techniques**
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c Engaging Students in Learning**
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

Charlotte Danielson's FRAMEWORK FOR TEACHING

Business Ownership, Shannon McCarthy, Bolingbrook HS

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

•Syllabus, Demonstrations, Continuing Education courses and workshops in content

1b Demonstrating Knowledge of Students

•INSTRUCTIONAL PORTFOLIO: Resume, Cover Letter, Introduction, Who am I?

1c Setting Instructional Outcomes

•EVIDENCE & ARTIFACTS: Career Cruising Activity, College Research Project, Completing a Semester Class Schedule, How to Get a Job presentation

1d Demonstrating Knowledge of Resources

•Numerous Toolbox bibliographies of current content topics and concepts: CCSS, NGSS, etc.

1e Designing Coherent Instruction

•Activities: Career Cruising, College Research Project, Completing a Semester Class Schedule, Presentation: How to Get a Job

1f Designing Student Assessments

•Career Cruising Activity parameters, College Research Project rubric, Completing a Semester Class Schedule Activity, Presentation: How to Get a Job rubric

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching

•Mission & Vision Statement, Strengths & weaknesses instruments and reflection

4b Maintaining Accurate Records

•STUDENT PORTFOLIO: Instructions and Rubric

4c Communicating with Families

•INSTRUCTIONAL PORTFOLIO: Mission Statement and Vision Statement, Letter of Introduction activity for student portfolio, Who am I? Activity

4d Participating in a Professional Community

•INSTRUCTIONAL PORTFOLIO: Resume

4e Growing and Developing Professionally

•INSTRUCTIONAL PORTFOLIO: Resume, Cover Letter, Who Am I? Activity, 2- to 5-year plan, Letter of Introduction, Strengths and Weaknesses

4f Showing Professionalism

•INSTRUCTIONAL PORTFOLIO: CTE Program descriptions; PORTFOLIO: Resume, Cover Letter, Strengths and Weaknesses, Continuing Education workshops and courses

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

•Career Cruising Activity resources and job aid, College Research Project resources and job aid, Completing a Semester Class Schedule samples, Presentation: How to Get a Job tools and resources

2b Establishing a Culture for Learning

•STUDENT PORTFOLIO: Instruction, Demonstration, Examples, and Rubric

2c Managing Classroom Procedures

•Numerous Standard Operating Procedures (SOPs) and Job Aids for safety, expectations, project management tools, and technical writing, etc.

2d Managing Student Behavior

•Numerous SOPs and Job Aids for safety, expectations, project management tools, and technical writing, etc.

2e Organizing Physical Space

•Student Organization of and Higher Order Thinking Processes PROJECTS: Marketing Project manufacturing space, tools, technology, budgeting project

DOMAIN 3: Instruction

3a Communicating With Students

•STUDENT PORTFOLIO Instructions and Rubric: Portfolio purpose, Career Cruising Activity, College Research Project, Completing a Semester Class Schedule, Presentation: How to Get a Job, Partner Project-Student Interviews

3b Using Questioning and Discussion Techniques

•Partner Project: Student Interviews practice sessions, Presentation: How To Get a Job practice sessions

3c Engaging Students in Learning

•Career Cruising Activity, College Research Project, Completing A Semester Class Schedule, How to get a Job Presentation, Partner Project-Student Interviews, Marketing Project Management

3d Using Assessment in Instruction

•STUDENT PORTFOLIO: Portfolio Rubric, Basic portfolio elements guide, Activity parameters, Marketing Project Rubric, Portfolio Project for a class grade

3e Demonstrating Flexibility and Responsiveness

•Career Cruising Activity options, College Research Project options, Completing A Semester Class Schedule optional tools, Presentation: How to Get a Job options, Partner Project - Student Interviews

Charlotte Danielson's FRAMEWORK FOR TEACHING
Culinary Arts I, Colleen Karrigan, Bolingbrook HS

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy

•Syllabus, Demonstrations, Continuing Education courses and workshops in current content

1b Demonstrating Knowledge of Students

•INSTRUCTIONAL PORTFOLIO: Resume, Cover Letter, Introduction, Who am I? Activities, International & Regional Menu Project,

1c Setting Instructional Outcomes

•EVIDENCE & ARTIFACTS: Recipes/Labs logs and reflections, DEMO & FLIPPED CLASSROOM: Knife Skills demo, Food Garnish, Poultry Fabrication, Mother Sauces; PROJECTS: Regional and International, Dessert Challenge, Instruction and Rubric for Student Portfolio (as a grade)

1d Demonstrating Knowledge of Resources

•Numerous Toolbox bibliographies of current content topics and concepts: CCSS, NGSS, etc.

1e Designing Coherent Instruction

•Activities: Recipes/Labs with evidence, Knife Skills, Food Garnish, Poultry Fabrication, Mother Sauces, Regional and International Project, Dessert Challenge, Instruction and Rubric for Portfolio as a grade

1f Designing Student Assessments

•Recipes/Labs with evidence; DEMONSTRATIONS: Knife Skills, Food Garnish, Poultry Fabrication, Mother Sauces, Regional and International Project, Dessert Challenge, Instruction and Rubric for Portfolio as a grade

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching

•Mission & Vision Statement, Strengths & weaknesses instruments and reflection

4b Maintaining Accurate Records

•STUDENT PORTFOLIO: Instructions and Rubric

4c Communicating with Families

•INSTRUCTIONAL PORTFOLIO: Mission Statement and Vision Statement, Letter of Introduction activity for student portfolio

4d Participating in a Professional Community

•INSTRUCTIONAL PORTFOLIO: Resume

4e Growing and Developing Professionally

•INSTRUCTIONAL PORTFOLIO: Resume, Cover Letter, Who Am I? Activity, 2- to 5-year plan, Letter of Introduction, Strengths and Weaknesses

4f Showing Professionalism

•INSTRUCTIONAL PORTFOLIO: CTE Program descriptions; PORTFOLIO: Resume, Cover Letter, Strengths and Weaknesses, Continuing Education workshops and courses

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

•Recipes/Labs with evidence; DEMONSTRATIONS: Knife Skills, Food Garnish, Poultry Fabrication, Mother Sauces, Regional and International Project, Dessert Challenge, Instruction and Rubric for Portfolio as a grade

2b Establishing a Culture for Learning

•STUDENT PORTFOLIO: Portfolio Instructions and Rubric

2c Managing Classroom Procedures

•Numerous Standard Operating Procedures (SOPs) and Job Aids for safety, sanitation, expectations, project management tools, and technical writing, etc.

2d Managing Student Behavior

•Numerous SOPs and Job Aids for safety, sanitation, expectations, project management tools, and technical writing, etc.

2e Organizing Physical Space

•Student Organization of and Higher Order Thinking Processes Projects: Knife Skills evidence, Food garnish projects, Poultry fabrication evidence, Mother sauce project, Recipes/Final Product, PROJECTS: Regional and International Food Menu Project, Dessert Challenge

DOMAIN 3: Instruction

3a Communicating With Students

•STUDENT PORTFOLIO: Instructions and Rubric: Knife Skills demonstration, Food Garnish demonstration and project, Poultry Fabrication evidence, Mother Sauces project, Final Recipe Evaluations, Regional and International Food Project, Dessert Challenge Project

3b Using Questioning and Discussion Techniques

•Front of the House questioning process

3c Engaging Students in Learning

•Knife Skills evidence, Food Garnish project, Poultry Fabrication evidence, Mother Sauces project, Final Recipe evaluations, Regional and International Food project, Dessert Challenge project

3d Using Assessment in Instruction

•STUDENT PORTFOLIO: Knife Skills evidence, Food Garnish project, Poultry Fabrication, Mother Sauces project, Recipes and Final product photos, Regional and International Food project, Dessert Challenge project, Principal's Luncheon, Holiday Staff Breakfast, Catering opportunities, Portfolio Project for a class grade

3e Demonstrating Flexibility and Responsiveness

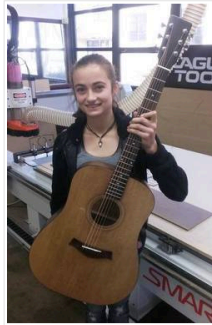
•Knife Skills evidence options, Food Garnish project tied to a specific audience, Poultry Fabrication evidence to standard and specific application, Mother Sauces project to standard, Final Recipe evaluations, Regional and International Food project options, Dessert Challenge project options, 2- to 5-year plan

“E PORTFOLIO”

[Manufacturing 1 Syllabus & Course Outline](#)

[Advanced Manufacturing Career Flyer](#)

[See Other Student Projects](#)



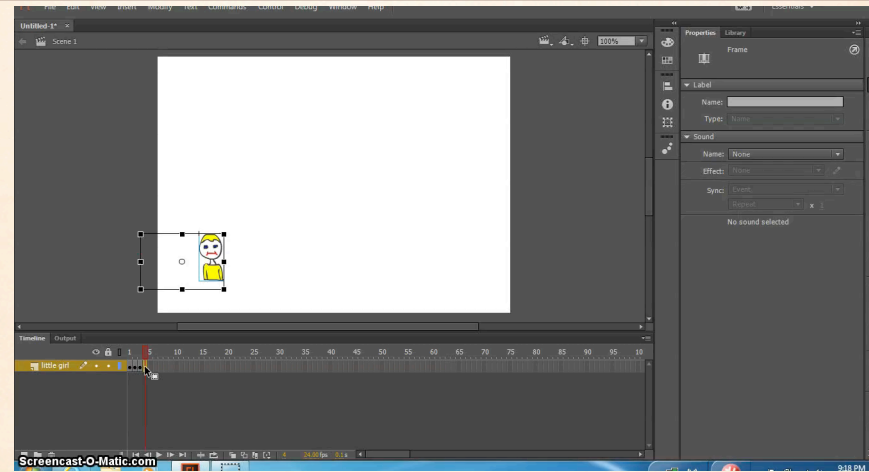
Manufacturing 1 is designed to reinforce and bring together the skills learned in Orientation to Technology, Drafting/CAD 1. Students learn record keeping, safety, material selection, material handling, precision measurement, bench operations, problem solving, computer design, prototyping, combination, separation, and finishing process skills learned in the previously mentioned classes. Students will use traditional equipment to produce the a product. Additional skills will be developed in business fundamentals, teamwork, leadership, marketing, planning, organizing, and decision making. In addition, students are exposed to many career opportunities in the field of industrial production and manufacturing. Students will gain knowledge in methods of joiner, finishing, selection and installation of hardware. In concepts of corporate structure, management, research and development, JIT mass customization, marketing, and servicing. The class is designed to prepare students for the world of work, advancement to the local community college, or a four-year university.

<http://marksmitheducate.weebly.com/manufacturing-1.html>

CAPTIONS ARE IMPORTANT



E-PORTFOLIO AS AN INSTRUCTIONAL TOOL AND RESOURCE



Suzanne Haberkorn, Joliet Central High School

DISCUSSION QUESTION

- ❖ Using your Danielson Domain's handout, identify where this lesson might fall in the various domains.

Charlotte Danielson's FRAMEWORK FOR TEACHING

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- 1d Demonstrating Knowledge of Resources**
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 - To extend content knowledge and pedagogy
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 - Use for planning

DOMAIN 2: The Classroom Environment

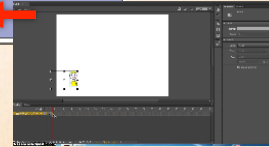
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DOMAIN 3: Instruction

- 3a Communicating With Students**
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- 3d Using Assessment in Instruction**
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence



DISCUSSION QUESTION

- ❖ Why does the activity on the previous slide lend itself to so many domains in Danielson?

Artifacts for Portfolio

Paper Dresses

Group 1



Group Problem Solving Activity

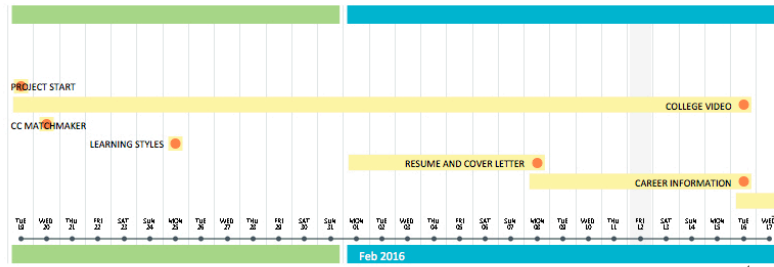
Paper Dresses

Yes, we do
teach
math!

Dawn Askwith, Plainfield Central



Career Portfolio Timeline



ENTER START DATE: 1/19/16

ACTIVITY	START	END	NOTES
Project Start	1/19/16	1/19/16	Receive handouts - present portfolio examples
College Video	1/19/16	2/16/16	Explain the assignment - show examples
CC MatchMaker	1/20/16	1/20/16	Complete the initial 116 questions
Learning Styles	1/25/16	1/25/16	Complete learning styles - review information with students and group students together based on their learning styles
Resume and Cover Letter	2/1/16	2/8/16	Show PPT - explain the assignment - Write a cover letter to apply for the Community Health Job
Career Information	2/8/16	2/16/16	Research information about your career
History of the Career	2/16/16	2/22/16	Through history and futre of your career
Career Outlook	2/22/16	2/29/16	BLS.gov - excellent source - what is expected to happen
Career Responsibilities	2/29/16	3/8/16	Detailed responsibilities
Three Colleges	3/8/16	3/10/16	Thorough information on three colleges and their program
References	3/14/16	3/24/16	Submit two letters of reference
Reflection	3/21/16	3/24/16	Completed survey and reflect on their portfolio experience
Spring Break	03/25/2016	04/04/2016	HAPPY BREAK
Career Portfolio	04/04/2016	04/08/2016	Compile all information and complete portfolio
Career Display Board	04/15/2016	04/15/2016	ALL POSTERS DUE TODAY
Job Shadowing	04/25/2016	04/27/2016	Sophomores - Seniors to add Job Shadowing Experience to Portfolio
Student Artifacts	05/05/2016	05/07/2016	Add additional personal items with reflections to portfolio
Career Fair	04/21/2016	04/21/2016	Present at Health Career Fair

What are we
teaching? Is this
student or
teacher
portfolio?

Mary Spata, Joliet West

HEALTH CAREER PORTFOLIO

Mary Spata, Joliet West

Contents

- Introduction - College Video
- Resume and Cover Letter
- Career Cruising
 - Career Interest Rank
 - Ability Profiler
 - Learning Style
- Assessment Profile
 - Scores – Explore, Plan, Act

Contents

- Career Portfolio
 - Career Information
 - History of the career
 - Career Outlook
 - Career Responsibilities
 - My THREE colleges
 - References
 - Reflection
 - Career Fair
- Job Shadowing/ Internship/ Mentorship
- Reflection Statement

PORTFOLIO Student Content & Sequence

✓	BASIC Requirements	✓	OPTIONAL Items
	Cover page		Informal Learning (skateboarding, chess, blogging)
	Table of Contents*		Interest Inventory Results
	Letter of Introduction • Biography, highlights of the portfolio		Community Service / Volunteer Work
	Letter of Recommendation (or References)		Internship
	Résumé		Video, Audio, Photographs (projects, mock interviews)
	Research / Technical Report**		Report Cards
	Rubric		Project Timeline
	Other: _____		Student Organizations (CTSOs)
			Other:
			Other:
<u>*Table of Content Categories</u> • Academic & Career Work Samples (projects, awards, etc.) • Work Experiences & Skills • Job Shadow, Internship, Co-op • Credentials, Certificates (CPR, EMS, ServSafe, A+, QuickBooks, CNA, ECE I, MOS, ASE, Vet Tech, etc.) • School Activities & Offices • Community Participation • Communication Skills (R, W, S, L)		<u>**Research / Technical Report Options</u> • Pre-School Observation Report • Cookbook with pictures & captions • Internship, Co-op, Job Shadow Reflections • Drawings with legends & narrative • Designs with callouts & details • Business Plan • •	

Portfolio Resources

WEB:

Danielson Group. *The Framework for Teaching*, 2013 edition
<http://www.danielsongroup.org/framework/>

Ray Cerwinski Online Teaching Portfolio Example
<http://www.raycerwinski.com/>

DIG[itation] ePortfolios
<https://www.digication.com/>

Durango HS, Durango, CO: Requirements & College & Career Template
<http://dhs.durangoschools.org/senior-portfolio-requirements-0>
<http://dhs.durangoschools.org/sites/default/files/documents/durangohighschool/senior%20Portfolio.pdf>

Early Childhood Portfolio & Career Development Guide, New York State
http://www.earlychildhood.org/cdrq/prep_employ.ctm

GitHub: Web & App Development Portfolio
<https://github.com/>

Google Sites: Basic ePortfolio Tutorial
https://www.youtube.com/watch?v=CQbW_0i29Vk

ISTE Electronic Portfolio Templates
<http://electronicportfolios.com/nets.html>
<http://electronicportfolios.com/nets-1/intro.html>

Pathbrite ePortfolios & Dominic Fiorello Studio Example
<https://pathbrite.com/#edu>
<https://pathbrite.com/portfolio/Pd45uPIKv/domenic-fiorello-studio>

Taskstream ePortfolios & Loyola University Chicago Example
<https://www1.taskstream.com/solutions/eportfolios/>
<https://www1.taskstream.com/case-study/loyola/>

Weebly Portfolio Example
<http://jenjonesportfolio.weebly.com/standard-i.html>

WordPress Example
<https://hilaryanthamatten.wordpress.com/technology-projects/>

PRINT:

Campbell, Dorothy M., et al. *How to Develop a Professional Portfolio: A Manual for Teachers*, 6th edition. Pearson 2014.

Littkey, Dennis and Samantha Grabelle. *The Big Picture: Education is Everyone's Business*. ASCD 2004. [The MET Schools, Providence, RI]

RUBRIC:

University of Wisconsin-Stout ePortfolio Rubric
<https://www2.uwstout.edu/content/profdev/rubrics/eportfolio/rubric.html>

QUESTIONS?

❖ Our Contact Information

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