

## PORTFOLIO GUIDELINES

All intern teachers are required to develop a portfolio which summarizes their growth as a reflective practitioner. The portfolio is a project synthesizing your academic and field work across your teacher preparation program and is created to demonstrate your progress in teaching and to use as a tool in your search for a teaching position. Many school districts are now recognizing portfolios as a useful component in the hiring process.

The portfolio should provide evidence showing your accomplishments in the seven areas included in the *Professional Standards for Michigan Teachers*. The seven areas are listed below:

1. Subject Matter Knowledge-Base in General and Liberal Education
2. Instructional Design and Assessment
3. Curricular and Pedagogical Content Knowledge Aligned with State Resources
4. Effective Learning Environments
5. Responsibilities and Relationships to the School, Classroom, and Student
6. Responsibilities and Relationships to the Greater Community
7. Technology Operations and Concepts

Students in all teacher education programs at WMU have access to a unique tool for organizing and storing their portfolio and any files that may be used in developing portfolios. This tool is a web-based program called “iWebfolio.” Your instructors in professional education courses and your university coordinators will introduce you to iWebfolio. Other opportunities to learn about iWebfolio will be provided when needed.

The electronic format of the portfolio will allow you to use digital photographs, scanned examples of student work, sample lesson and unit plans, and other materials showing your ability as a teacher. In addition, you will be able to link web pages to your portfolio to showcase your accomplishments in web development.

Examples portraying your growth as a teacher might include concept maps, photographs, videotapes, belief or philosophy statements, relevant quotations, letters, and evaluations. All documents should be carefully chosen to represent each of the teacher education program outcomes. You will want your portfolio to be thoughtfully presented as an indicator of the care and professionalism with which you approach your vocation as an educator. Your portfolio is a unique representation of yourself and your creativity in its design will be recognized.

### Gathering Artifacts for Your Portfolio

Starting with your first courses at the university, you should begin collecting (and saving in electronic format whenever possible) items that represent your knowledge, skills, and dispositions in each of the following categories. These categories, the seven Professional Standards for Michigan teachers, are also the categories used in the mid-term and final evaluations of intern teaching.

<b>STANDARD</b>	<b>Examples of Artifacts</b>
Subject Matter Knowledge-Base in General and Liberal Education	<ul style="list-style-type: none"> <li>• Transcript of general education courses</li> <li>• Papers that demonstrate writing skills</li> <li>• Journals from international study</li> <li>• Descriptions of extra-curricular activities related to your subject and liberal arts education</li> </ul>
Instructional Design and Assessment	<ul style="list-style-type: none"> <li>• Lesson plans and unit plans that include appropriate assessments</li> <li>• Teaching materials reflecting your understanding of learning theories</li> </ul>
Curricular and Pedagogical Content Knowledge Aligned with State Resources	<ul style="list-style-type: none"> <li>• Thematic units linked to state standards</li> <li>• Lesson plans or activities that draw upon the standards and benchmarks for Michigan schools</li> <li>• Teaching materials you've developed to assist students in reaching benchmarks</li> </ul>
Effective Learning Environments	<ul style="list-style-type: none"> <li>• Unit plans showing use of multiple teaching strategies, models, or modalities</li> <li>• Classroom management plans and routines</li> <li>• Examples of differentiated instruction</li> </ul>
Responsibilities and Relationships to the School, Classroom, and Student	<ul style="list-style-type: none"> <li>• Description of in-service activities or seminars attended</li> <li>• Reflections on lessons/units taught</li> <li>• Evaluations of your work with schools and students</li> </ul>
Responsibilities and Relationships to the Greater Community	<ul style="list-style-type: none"> <li>• Evaluations of field experiences showing your understanding of your responsibilities</li> <li>• Statement of philosophy showing professional understandings and conduct</li> <li>• Information on professional organizations or service learning activities in which you participate</li> </ul>
Technology Operations and Concepts	<ul style="list-style-type: none"> <li>• Instructional websites you've created</li> <li>• Lesson plans showing the use of technology</li> <li>• Statement about your use of technology to support teaching, management, data analysis</li> </ul>