What is it?
Recognizing that reflective, concerned, and competent teachers develop from a multitude of unique abilities and experiences, Concordia’s Teacher Education Program encourages the cultivation of unique, well-rounded teacher candidates. Since traditional evaluation procedures that focus on tests and grades fail to reveal the whole picture of the teacher education student, Concordia has instituted the portfolio process to provide a more personal reflection of the unique abilities and accomplishments of each teacher education student.

The portfolio is a collection of materials that indicate student progress toward a variety of learning proficiencies throughout the university experience. As teacher education students become actively involved in planning their working portfolios, personal learning goals and self-assessments are of major importance. By the end of the university experience, a final product portfolio will have been compiled. It will provide a clearer representation of the teacher candidate. In an increasingly competitive job market where there are many applicants for single teaching positions, prospective principals appreciate the presentation of professional portfolios.

Purpose-
The portfolio:
1. Provides a more complete picture of the student’s interests, abilities, and accomplishments.
2. Encourages the student’s organizational skills, self-assessment of growth, and awareness of future educational needs.
3. Equips the student with a rich, illustrative record of achievement for presentation to future employers upon graduation.
4. Furnishes substance for advisors to use when mentoring students.
5. Provides tangible evidence for program assessment for the College of Education.

DEADLINES FOR PORTFOLIO COMPLETION
If you are…
- student teaching in the spring: DECEMBER before you student teach
- student teaching in the fall: APRIL before you student teach

A NOTE TO TRANSFER STUDENTS
Transfer students need to complete all portfolio requirements in order to show competence in the proficiencies outlined for Concordia’s Teacher Education Program. Transfer students who come to Concordia ready to enter into the Teacher Education Program will be required to go through the interview process since they will not have started on their portfolios yet.
**Portfolio Development**

All teacher candidates will develop a professional portfolio of their educational goals and accomplishments throughout their time at Concordia Texas. Assistance in developing a portfolio that will demonstrate proficiency as a teacher begins in EDU 3323 Educational Technology, and concludes before the Professional Semester. The professional portfolio is focused around the four Texas State Standards:

- **Standard I.** The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

- **Standard II.** The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

- **Standard III.** The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

- **Standard IV.** The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

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### STRUCTURING METHOD TO CONSIDER WHEN COMPILING MY PORTFOLIO

**Standard 1:**

- **Name of Artifact:**
  - Course Name and #:
  - Semester Completed:

- **Name of Artifact:**
  - Course Name and #:
  - Semester Completed:

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**Standard 2:**

- **Name of Artifact:**
  - Course Name and #:
  - Semester Completed:

- **Name of Artifact:**
  - Course Name and #:
  - Semester Completed:
ARTIFACTS POSSIBILITIES
The types of documents listed on the next few pages are possible artifacts for your portfolio. They are explained here so that you may better facilitate their use. Each definition contains two features: a definition of the document as it relates to classes and other learning opportunities, and an explanation of the types of teaching skills that this document may reflect.

These suggestions do not include all the possibilities that exist for documents. As you create artifacts that make reference to students or teachers, avoid using names or other identifying information. It is always critical to maintain confidentiality.

TYPES OF ARTIFACTS

Anecdotal Records
These are notes that you have taken in classroom observations or during your own teaching. They may pertain to any of the following: the intellectual, social, emotional, or physical development of a child or some children; personal observations about instructional decisions that you have made; or personal observations of teachers at work. The notes reflect your assessment or child observation skills, your ability to make instructional plans, or your knowledge of child development.

Article Summaries or Critiques
As a class assignment, you may have written a summary or evaluation of an article from a professional journal. When including these in your portfolio, choose critiques that address the desired topic very specifically. The title of the article should be reflective of a chosen proficiency, making an obvious connection. This document is especially helpful if your professor has made positive remarks about your work, and these remarks are about the proficiency you wish to document.
The article summary or critique may show your ability to analyze any number of teaching skills. For example, suppose you critiqued an article titled *Getting Parents Involved in Their Children’s Education*. If you discussed your own ideas about parent involvement in your critique, this document may be able to reflect your knowledge of home – school – community cooperation.

**Assessments – Formative and Summative**

Any form of assessment you have used or developed to measure student learning would be included in this type of document. Examples of informal assessments include: performance tasks, portfolios, teacher-written tests, informal observations or notes, evaluations from lesson plans, formative assessment notes or charts, and summative charts of student developmental levels. You may want to include the actual assessment instrument you have written, with the children’s work on it, if applicable (only one copy is necessary). In addition, you could include formal standardized tests and surveys you have used to evaluate your students’ progress on norm or criterion referenced tests.

Your ability to assess children’s performance, diagnose progress, and use tests wisely is reflected in this document. In addition, your understanding of child development may be evident.

**Awards and Certificates**

Copies of letters, awards, or certificates that verify your outstanding contribution to the field of education fit in this category. These could include: honors conferred, memberships in honorary professional organizations, community recognition, and volunteer recognition. Your professional commitment is reflected in these documents.

**Bulletin Board Ideas**

After creating a bulletin board, make a copy of your design or take a photograph of a bulletin board you have created. Make sure all spelling, punctuation, and grammar are Standard English. This document may be used to show your ability to think creatively, use materials in interesting ways, or motivate students.

**Case Studies**

A case study is a thorough examination of a student’s growth over a period of time. When using this as a document, make sure the student is anonymous. Generally, case studies are quite long; therefore, you may want to include a specific part of the paper for documentation. Your knowledge of child development as well as your observation skills may be evident in this document.

**Community Resources Documents**

These might include copies of actual correspondence or a description of less formal contact between you and a community resource. Have you solicited a community resource to provide information in completing a course assignment or to teach a lesson in the classroom? Did you invite a guest speaker into your classroom during a field class or student teaching? These types of correspondence show that you are able to foster positive relationships between the
community and the school.

**Computer Programs**
This includes examples of various programs you have utilized, developed, or incorporated in your teaching, which provide evidence of your ability to use materials in a challenging and appropriate manner to encourage active learning.

Also appropriate are programs that demonstrate your ability to conduct on-line searches and research. Examples include ERIC, Education Index, and Internet programs that link teachers worldwide. You can document your abilities by providing the hard copies of these searches along with an explanation of the reason for your computer searches. These documents reflect your willingness to seek further professional growth.

**Cooperative Learning Strategies**
Have you planned or taught a lesson using a cooperative learning technique? Cooperative learning is a method of teaching in which students work collaboratively in small groups to solve a problem. This type of group work must be obvious in your lesson. You may want to include a copy of the lesson plan and, if the lesson was actually taught, a statement assessing the effectiveness of the cooperative learning technique. This will document your ability to use cooperative learning as a strategy as well as your ability to manage and motivate a class of students.

**Curriculum Plan**
These documents are written plans, and/or programs, designed to organize curriculum. Your curriculum plans can reflect all experiences you have developed for the children while engaged in the process of schooling. Examples may include: lesson plans, units, thematic units, learning centers, extracurricular programs, or school-community ventures. These documents portray your instructional planning skills or your ability to use many and varied instructional strategies.

**Essays**
You can use papers from education courses, English composition, or any other class in which you were required to write an essay. Examine the topic you addressed in your paper to be sure its main idea reflects a specific proficiency.

This type of artifact could document almost any proficiency. A question you wish to answer or the topic you wish to address should be clearly stated at the beginning of the essay. You may want to highlight this, showing its obvious connection to the standard you wish to document. For example, suppose you wrote an essay in a composition class titled “Why Suzy Can’t Do Math: The Influence of Societal Expectations.” Because this is an essay of the differences that gender may make in the perception of students in the home, in the neighborhood, and in school, your understanding of social influences on the education of females become evident. This would be a good artifact to document your understanding of the multiple contexts affecting educational decisions.
Field Trips
As a pre-service teacher, you may have gone on field trips that would be related to one of the proficiencies you have chosen to use. Trips may include visits to teacher centers, libraries, museums, innovative classrooms, other universities, youth centers, rehabilitation centers, or church related activities. You may document this by including copies of programs, personal journals, agenda, letters of invitation, or memos. Your own notes or observational reports are also helpful. This type of document may provide evidence for a variety of proficiencies. Your professional commitment and responsibility are reflected because of your willingness to seek information outside the college classroom.

You may have attended field trips with a student group. This experience may document one of the proficiencies, depending on the nature of the trip and your reaction to it. A well-written reaction paper or journal entry would help document such a trip. For example, suppose you were invited to join your field class on a trip to the children’s theater. Your cooperating teacher did a nice job of incorporating this trip into her classroom lessons by reading a book about the play to the children, then having them act it out themselves and write an experience story about the trip. If you write an observational report about this, making notes about the inter-relatedness of the activities and the importance of the subject matter to the growth of the students, you can document your knowledge of content and of child development.

If you actually planned a field trip for one of your classes, be sure to document this. Record your lesson plans, your correspondence with the community agents involved, your letter to parents and any other communication you used. This is strong evidence of your planning skills, knowledge of content, knowledge of human development, and school-home-community cooperation.

Floor Plans
This includes a sketch of the arrangement of space, equipment, and materials you designed in order to meet the needs of a group of students under your supervision. Your ability to use environments and materials appropriately is most closely related to this document. If you include a statement of how this floor plan enhances your classroom management plan, then it also could document your classroom management skills.

Goal Statements
Professional goals are based on your needs, your interests, your philosophy of education, and your perception of your role as a teacher. Goal statements assist you in determining where you want to be and provide you with information about how to get there.

Think about the important results you should accomplish in your role as a teacher and record these as goal statements. Remember that any short-term goals you establish should be tied to the longer-term goals you have identified in conjunction with your philosophy of education. Periodically review and evaluate your accomplishments in relation to your goal statements. You may wish to list your accomplishments associated with each goal. You will establish new
goals as you refine your philosophy of education, your role as a teacher, and your expectations. It is important to keep your list of goal statements current. These statements might appear at the beginning of your portfolio or as documentation of your professional commitment.

**Individualized Plans**
Children with special needs at times need tasks to be structured in ways that will allow them to use their strengths and compensate for their specific learning difficulties. Ways in which lesson and unit plans have been adapted for specific students should be documented. Make sure the learning need is defined and clearly addressed. This artifact could document your skills in meeting individual needs, your instructional strategies skills, and/or your knowledge of child development.

**Interviews with Students, Teachers, Parents**
These include planned conversations with a specific agenda. Include a copy of the questions and answers as well as a summary and analysis of the interview. This interview may be part of a case study for one of your classes. Interviews can yield a variety of information; for example, an interview with a student may give you some indication of his or her language development, thus documenting your understanding of human development.

**Journals**
You may have kept journals during field classes or observation assignments. Include them if they address your observations of students as they relate to a proficiency. If necessary, highlight the appropriate sections of the journals. Make sure dates and times are included but not the names of schools or teachers visited.

**Lesson Plans**
Copies of your lesson plans should include all components of a workable plan: objectives, materials, introduction, procedures, closing, and evaluation.

Sometimes a lesson plan may document more than one proficiency. In this case, highlight the specific part of the plan that documents the outcome. Your ability to execute instructional planning and to use a variety of instructional strategies will be most obviously documented with lesson plans; however, it is possible that knowledge of content, use of environments and materials, communication skills, and knowledge of human development could be documented here.

**Letters to Parents**
Include copies of correspondence that were sent home. This could include: permission slips, weekly newsletters, requests for parental help with homework, notices about parties, notification about field trips, requests for parent conferences, student award certificates, or letters that explain upcoming activities. Such correspondence could document your cooperation with the home and community. Make sure letters are free from grammatical errors.

**Management and Organization Strategies**

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Revised 08/2016
After trying a particular management or classroom organization strategy, systematically observe and code the events that occurred. This will enable you to record what is important about your experience. Write a brief summary and explanation of your observation. For example, you may have tried a chart system for classroom jobs, a record-keeping device for holistic scoring of writing, a system of recording anecdotal notes, or a way to expedite peer editing during writing classes. These types of explanations reflect your ability to manage the classroom well.

**Media Competencies**
This type of document includes evidence and descriptions of the various forms of media you are able to incorporate in your instruction. This could include teaching resources such as the slide projector, camcorder and VCR, overhead projector, computers and printers, interactive video, laser disks, and cable and electronic (educational) television.

You will also want to include evidence of your ability to incorporate technology into the classroom. Examples of how you have used e-mail, remote databases, and distance learning equipment to research and to communicate with students and colleagues regionally, nationally, and internationally should be highlighted. A printout or floppy disk or your Internet address(es), a listing of professional on-line news group and list server memberships you hold, and examples of printed texts will provide documentation of your ability to share and retrieve information via the Internet.

Media competency reflects your ability to utilize a wide range of communication resources, environments, and materials appropriately. Therefore, you may wish to include a checklist of the various media and other state-of-the-art technology you are able to incorporate into your classroom.

**Meetings and Workshop Log**
If you have attended meetings or listened to speakers who discussed a topic related to one of the proficiencies, include a reaction paper plus a copy of the program. These logs would be a good way to document your professional commitment and responsibility.

**Observation Reports**
Systematic, regular noticing and recording of behaviors, events, and interactions in the classroom should be a part of every field experience you have. Include brief descriptions of your observations in a variety of grade levels. Reports could be in paragraph or checklist format. Depending upon the focus of your observations, your reports may reflect your knowledge of a variety of proficiencies.

**Peer Critiques**
This encompasses formal and informal assessments of you by your classmates. This could include score reports that are made out by classmates during your class presentations. The proficiency you document with this artifact depends on the presentation that your peers critique.
If it was a lesson demonstration, your planning or instructional strategies skills would be evident. Your use of materials, communication skills, or knowledge of human development might also be evident. Make sure the comments made by your peers reflect the proficiency you are documenting.

**Pictures and Photographs**
Include photographs that show active learning in progress, special projects, field trips, or artistic expressions that cannot be physically included in this notebook because of size. Bulletin boards, puppets, learning centers, and trips to museums are just some of the many ideas and activities you may want to photograph.

Depending on the photographs, you could document a variety of proficiencies. If it is a field trip that you took to a professional meeting or conference, document your professional commitment. If it is of a field trip or other related activity in which you participated with a class of students, you may want to document your use of instructional strategies, depending on your involvement in the planning process.

**Position Papers**
Include scholarly papers written to defend an educational issue, viewpoint, or controversy. Be sure that sources are up-to-date. (No source should go back beyond five years.) Papers such as these could document your professional commitment as well as your knowledge of philosophical and social influences.

**Problem-Solving Logs**
As you identify professional problems or challenges, record them. It would be helpful to include a clear statement of the problem, alternative strategies for dealing with the problem, the chosen strategies, and the result of the implementation of each of them. Depending on the problem you solved, document your use of instructional strategies, classroom management skills, or your cooperation with the home and community.

**Professional Development Plans**
Include a short paragraph or list explaining your short and long-term plans for professional development. This could include efforts to improve knowledge or performance in specific areas of teaching, attendance and participation in professional organizations or workshops, and plans for earning credit in graduate school. This area should be reflective of where you are now in terms of your profession and where you plan to be within the next few years. Such statements document your professional commitment and responsibility.
Professional Organizations and Committees List
List and briefly describe your involvement with an organization, committee, or other group that you feel has had an impact on you professionally or personally. Examples could include participation in campus and community organizations. Be sure to include some sort of evidence of your participation in these groups such as membership card, a letter of acceptance, or program from an activity. Such memberships show that you actively seek out opportunities to grow professionally.

Professional Reading List
Keep a list of professional readings you have done and include your reactions to the issues and concepts discussed. Your professional commitment and responsibility are reflected in professional reading lists.

Projects
Projects can include any type of assignment that involved problem solving, group presentations, creating materials, investigating phenomena in classrooms, or researching current information. In a presentation portfolio, include paper copies only and make photographs of anything too large to fit in a notebook. If this is a group project, make that clear but indicate the extent of your input. (Be careful about this one; it is not helpful to brag about doing all the work.)

References
References might include statements and/or evaluations from supervisors of your academic work, experiences in the classroom, other work experience with children, or outside employment.

Connect the reference with one of the proficiencies. For instance, the reference might describe a lesson you taught in a field course or in student teaching. You could use this document to illustrate your competence in the area of instructional strategies. In addition, you may want to place reference letters from your cooperating teachers in a special tabbed section of the notebook.

Research Papers
When selecting a research paper to include in your portfolio, you will need to consider several factors. The contents of the research paper might make it appropriate for inclusion under a particular proficiency. It might, for instance, highlight your knowledge of an academic subject.
**Rules and Procedures Descriptions**
These should describe the regular, repeated guidelines or routines for behavior that give your classroom predictability and order. These descriptions of rules should give some evidence of your ability to manage the classroom and create an environment conducive to learning and positive interaction.

**Seating Arrangement Diagrams**
A particular seating arrangement (such as group seating) might complement a particular teaching strategy (such as cooperative learning). It might also reflect a particular classroom management need, such as seating certain students apart from the rest of the class. Thus, your ability to plan for instruction, use environments, and manage the classroom could be documented with this artifact.

**Self-Assessment Instruments**
This includes results from instruments, rating scales, surveys, or questionnaires that provide feedback regarding your performance. This shows your professional commitment and responsibility. Self-assessment instruments also include examples of instruments you developed to engage students in measuring their own performance (cognitive, affective, and psychomotor). These could document your assessment skills.

**Simulated Experiences**
Include an explanation of educational experiences in which you learned through the use of simulation as a teaching method. A simulation is an activity that represents a real-life experience. This activity could include teaching an elementary lesson in a methods class, dramatizing a simulated classroom management scenario, or some other type of role-play experience. Describe the simulation, its purpose, and what you feel you learned from the experience. The simulation itself will determine the proficiency you can document.

**Student Contracts**
You may have the opportunity to write individual (one-on-one) contracts to help promote a student’s academic achievement or improved behavior. The actual “contract” should look formal. It should be typed and specifically spell out the conditions under which the terms of the contract (achievement, behavior, and so on) will be met. In addition, it should include a space for the teacher as well as the student to sign, date, and confirm their agreement to the conditions. You may not have the need to draw up contracts until you student teach, but you may see some in use during your field experiences. (Classroom management rules that all students are expected to follow do not qualify under this category.) This type of artifact reflects your ability to develop learning experiences on the basis of diagnosis and observation, or perhaps it can document your classroom management skills, depending on the reason for the individual contract.

**Subscriptions**
If you subscribe to a journal that specifically addresses a proficiency in its title, include a copy of the cover of the journal, along with the address label showing your name. You might also
briefly mention any ideas, instructional techniques, or other helpful information you gathered
from reading the journal. Generally, professional commitment is well documented with
subscriptions; however, you may find other proficiencies to document with this artifact,
depending on the type of journal to which you subscribe.

**Teacher-Made Materials**
These materials may include games, manipulatives, puppets, big books, charts, videotapes,
films, photographs, transparencies, teaching aids, costumes, posters, or artwork. Since many of
these items are cumbersome, include only paper copies or photographs of the materials. If you
do not have copies of the actual materials you have made, you may want to highlight sections
of a well-designed lesson plan that show how you would use creative teaching materials.
Materials that support learning theory and were designed to suit this purpose are most helpful.
Your material should reflect your ability to encourage active learning and apply a variety of
instructional strategies.

**Theme Studies**
This is a set of lesson plans or resource materials that fit a central theme. Theme studies
integrate many subjects, which might include math, science, health, physical education, English,
social studies, reading, art, music, and spelling. Make sure that your plans contain all elements
of good lesson plans and are obviously related to your overall theme. Your knowledge of a
variety of instructional strategies should be evident through your use of computer programs,
children’s literature, manipulatives, films, charts, or concrete materials. In addition, your
instructional planning skills will be evident.

**Transcripts**
A copy of your official transcript can be used in a variety of ways. You may wish to use it to
document your knowledge in subject areas such as chemistry, geography, or education courses.
Highlight the courses and the grade you wish to document. Include a brief, typewritten
explanation of why this transcript is included. You may even include other information, such
as a syllabus from the course that you have highlighted, to show that you have taken essay or
other types of tests on the subject.

**Unit Plans**
A unit plan is an integrated plan for instruction on a topic developed over several days or even
weeks. Often, units are developed within a discipline, and lessons are organized to build on
knowledge acquired in previous lessons. Unit plans generally include purposes, objectives,
content outlines, activities, instructional resources, and evaluation methods. (Interdisciplinary
units have been described under an entry called Theme Studies.) Unit plans are particularly
good for documenting your ability to use a variety of instructional strategies and instructional
planning skills.

**Video Scenario Critiques**
Often in college methods courses, professors will ask you to view and critique a videotape of
actual teaching scenarios. If you wish to include a critique you have completed, be sure to
describe the scenario and give its bibliographical information. Make sure the critique speaks to the proficiency you plan to document. Depending on the nature of the video, there are several possibilities for documentation.

**Volunteer Experience Descriptions**
This document might include a list and brief description of volunteer experiences and services provided to the school and community. You should focus on how these activities have enhanced your abilities while providing a contribution to society. You should also emphasize the importance of maintaining positive school-community collaboration through teacher, parent, and student interaction. Depending on what you learned from these experiences, make sure they address the proficiency under which you have placed this document.

**Work Experience Descriptions**
These are statements you have written to describe work experiences. These might include work with students in both traditional and nontraditional settings and work for which you were compensated or that you performed on a voluntary basis. To be of most interest, these statements should include not only a summary of the setting and your responsibilities but also a reflective statement addressing the intangible aspects of the work experience. In writing these statements, be sure to address how these work experiences relate to the specific proficiency.
Portfolio Tips

1. The portfolio will be created using an electronic format, i.e. wix.com, wikispaces, wordpress, etc. The home page will be the “title page” of the e-portfolio and will have a picture, name, teaching level (Elementary, Middle School, Secondary), contact information and a link to the table of contents.

2. The portfolio must be created with the defined hierarchy and organizational structure.

3. Create a Table of Contents. Topics will contain links to the appropriate pages.

4. Use your Philosophy Statement to preface your entire portfolio.

5. Use computer graphics to enhance your e-portfolio. These could appear on title pages, table of contents, or other material. Be sure to adhere to appropriate copyright regulations.

6. Create an introductory home page to each section that explains what is contained in the section with appropriate links.

7. Include graphic organizers with content area sample. (This might include KWL charts, semantic webs, Venn diagrams, concept maps, etc.)

8. Handwritten and other paper artifacts may be scanned and included in the portfolio.

9. Include items that display the quality of your expertise and personal ability as a teacher.

10. All materials must be displayed using the portfolio page or a PDF. Avoid using Word files in the e-portfolio. Pay special attention to grammar, word usage, spelling, punctuation, capitalization, etc.

11. Craft items and the like that cannot be scanned or digitized can be entered into the portfolio by inserting digital images of the item. Be sure to keep the original item for future reference and display.

12. Dress professionally when you make your Portfolio presentations.
I. **APPEARANCE**

1. e-Portfolio construction, organization and navigation
2. Home page for the portfolio
3. Table of contents
4. Resume
5. Philosophy statement
6. Each proficiency has an exhibit with a cover page in proper format
   a. Proficiency written out
   b. Identifying information
   c. Rationale

**Scoring Criteria for Appearance**

15 – Well documented and organized. Format is accurate, complete and easy to follow. Excellent and well thought-out portfolio.

12 – Fairly well documented and organized. Format is mostly accurate, complete and/or easy to follow. Good quality portfolio.

   **PASS**

9 – Portions may be poorly or inaccurately documented and/or organized. May not be complete and may be hard to follow. Adequate portfolio.

6 – Unorganized, poorly documented, large parts are incomplete and/or inaccurate. Difficult to follow. Poor quality shows poor effort.

0 – Project incomplete, incorrect, and/or inadequate. Work shows little or no effort.

**COMMENTS:**
II. ORAL PRESENTATION OF PORTFOLIO

Scoring Criteria for Oral Presentation

15 – Engaging, very creative, strong command of topic, high quality presentation, strength very clearly demonstrated.

12 – Enjoyable, creative, good command of topic, quality presentation, strength demonstrated.

9 – Average presentation, some creativity, average command of topic, strength not clearly demonstrated.

                                  PASS

6 – Below average, little creativity, shows little command of topic, strength poorly demonstrated.

3 – Poor quality, little or no creativity, shows no command of topic, no strength demonstrated.

0 – Presentation not given.

COMMENTS:

Evaluator’s Signature                  Date