

Art Education Program, University of Florida

Teaching Portfolio Guidelines

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A teaching portfolio is a collection of evidence that helps document a teacher's performance and professional accomplishments. In many school districts today, the portfolio format has become a primary means of evaluating, improving and rewarding teaching. The teaching portfolio is a useful professional tool not only for current teachers but for prospective teachers as well. It can be helpful in:

- * documenting individual progress toward building competency in the Twelve Accomplished Practices as mandated by the State of Florida;
- * reflecting upon personal development and professional growth;
- * demonstrating teaching skills, subject knowledge, and theoretical understandings to others, such as professors, administrators, supervisors, or peers;
- * interviewing for teaching positions as evidence of a prospective teacher's approach to instruction, best lessons, strategies for classroom management, and involvement in outside professional activities.

With these benefits and purposes in mind, your assignment is to create a portfolio that documents your growth, strengths, activities, and accomplishments as a prospective art teacher. For those who have not yet had the opportunity to teach, your portfolio should reflect your teaching "potential" (i.e., your ability to plan and organize teaching-related materials in an innovative and thorough way). As you gain experience in the classroom and have more opportunities to teach, it is assumed that some items in your portfolio will be removed and that other items will be added to better document your performance as an art teacher. This portfolio will help you to analyze your growth, and it will allow your instructors to view your progress holistically.

You are the primary person responsible for determining what evidence will be included in your portfolio, as well as for evaluating and interpreting its meaning and significance. Since your portfolio will be used in seeking employment, keep in mind that those who read it may not be very familiar or knowledgeable about art or art education. Therefore, your portfolio should be clearly written, well-organized, and easy to navigate. It should include a selection of materials that reflect your performance and development as an art teacher rather than everything possible. The quality of the materials included is much more important than the quantity!

Keep in mind that your portfolio will be constructed over the course of your professional training here at UF. You will be expected to submit your portfolio at the end of each art education class for the purposes of feedback. Your portfolio will be reviewed by the art education faculty members. During student teaching, you will focus on constructing a final version of your portfolio to satisfy the graduation requirements of the program. Upon completion of student teaching, your portfolio will be evaluated by the art education faculty plus an outside evaluator. The primary criteria for this evaluation will be the *12 Educator Accomplished Practices* identified by the State of Florida for all beginning teachers. Any student who receives less than a "satisfactory" rating on any of the 12 standards will be given feedback and an opportunity to improve the portfolio before resubmitting it for evaluation. Your portfolio **must** pass this review.

TWELVE EDUCATOR ACCOMPLISHED PRACTICES

The categories below have been mandated by the State of Florida as indicators of good teaching. Because of the central importance of these categories in acquiring certification in the State of Florida, it is recommended that your portfolio be organized to provide evidence of competence in each area. Under each Accomplished Practice are sample indicators to help you identify the kinds of practices that might count toward each competency. It is not expected that you will have evidence of every possible indicator, rather, these examples are provided to help you match what you do with what it shows.

Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.

Examples: Develops and uses a variety of assessment strategies and instruments to assist the development of the learner; collects and uses data from a variety of sources; reflects on the success of his/her instructional decisions based upon assessments of individual/group performance and modifies his/her plans or instructional approach accordingly; uses strategies to involve learners in self-assessment to help them become aware of their strengths and weaknesses; maintains accurate records of student achievement; aligns assessment and objectives with state standards; provides feedback to learners in a timely manner.

Communication: Uses effective communication techniques with students and all other stakeholders.

Examples: Instructional plans and reflective statements demonstrate the ability to write clearly and accurately; instructional goals communicate high expectations for student learning; uses a variety of instructional strategies to enhance communication with students; presents instructions appropriate for carrying out a learning activity, anticipating possible areas of confusion; clearly communicates educational objectives, assessment criteria, and behavioral expectations to students; effectively communicates with parents and administrators about student achievement, program activities, and art educational aims; uses vocabulary appropriate to developmental level of the students; demonstrates use of effective questioning techniques to encourage student discussion.

Continuous Improvement: Engages in continuous professional quality improvement for self and school.

Examples: Engages in professional activities related to self-improvement and enhancement of teaching practices; utilizes professional literature and other resources to support his/her development as a learner and teacher; reflects upon and revises teaching strategies in consultation with others; seeks feedback from university supervisors and cooperating teachers and makes genuine effort to follow suggestions for improvement.

Critical Thinking: Uses appropriate techniques and strategies which promote and enhance critical, creative, and evaluative thinking capabilities of students.

Examples: Instructional plans include strategies designed to promote critical and creative thinking in students; demonstrates ability to critically analyze and discuss educational theories, policies and practices; articulates and offers support for personal educational philosophy in contrast to alternative

stances; encourages others to reflect critically upon their teaching practices; offers constructive criticism to other learners.

Diversity: Uses teaching and learning strategies that reflect each student's culture, learning styles, special needs, and socio-economic background.

Examples: Incorporates student characteristics, experiences, and interests into instructional planning; develops/selects lesson content and teaching strategies appropriate for and sensitive to the needs of all learners; makes appropriate provisions for individual students who have particular learning differences or needs; analyzes procedures and provides adaptive tools or materials if needed; sets goals appropriate for all learners, individualizing instruction as appropriate.

Ethics: Adheres to Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.

Examples: Promotes safe use of art tools and materials; makes effort to protect students from harmful conditions in the classroom; demonstrates respect and care for individual students; interacts with others in polite, respectful manner; models professionalism, patience, and integrity; maintains confidentiality of student records; demonstrates awareness of and abidance by the laws of the U.S. and the state of Florida; demonstrates punctuality, neat appearance, civility, and dependability; fosters a secure, caring atmosphere in the classroom; refers students to others in the professional community if identifiable need arises.

Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment which supports the intellectual, personal, and social development of all students.

Examples: Develops or selects goals and objectives appropriate to particular stages of student learning and performance in art; provides students with opportunities for varied types of interactions, such as group work, peer tutoring, individual assignments, etc; relates student learning in art to other content from other lessons or disciplines; recognizes and responds to differences in learning styles and varies instructional approaches accordingly; distinguishes between and puts into practice different educational theories on learning and development.

Knowledge of Subject Matter: Demonstrates knowledge and understanding of the subject matter.

Examples: Demonstrates command of wide range of skills and understandings in art and related disciplines; presents accurate background information about art content to be taught; identifies and builds upon linkages between art content and content from other subject areas; demonstrates awareness of and ability to utilize current educational theories and strategies; designs units of instruction highlighting personal expertise with one or more art mediums or disciplines; effectively and accurately demonstrates proper procedures for complex art production activities.

Learning Environments: Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning and self-motivation.

Examples: Employs appropriate classroom management strategies to maintain a safe and effective learning environment; engages students in a variety of productive learning activities to promote individual growth and development; stays alert to student behavior and utilizes a variety of techniques to encourage students to make appropriate choices; consistently handles disciplinary infractions fairly and respectfully; conveys enthusiasm for the subject; utilizes motivational techniques to engage students in learning activities; sets high expectations for student learning and behavior; cultivates interactions between students supportive of learning; arranges classroom furniture and equipment to be accessible and safe, and to minimize distractions or discomfort.

Planning: Plans, implements, and evaluates effective instruction in a variety of learning environments.

Examples: Incorporates a variety of methods, activities, and resources into instructional units; plans learning activities that recognize and address variation in students' learning styles, capabilities, backgrounds, and developmental levels; aligns instructional plans to the Florida Sunshine Standards in Art; uses instructional time wisely; lesson plans are complete and coherent; utilizes resources available in the school and in the community to enrich lessons; identifies and builds on students' prior knowledge and experiences; establishes efficient routines for non-instructional duties; handles transitions and the distribution and clean-up of materials efficiently.

Role of the Teacher: Works with various education professionals, parents, and other stakeholders in the continuous improvement of the educational experiences of students.

Examples: Collaborates with others to plan and improve educational experiences for children; engages in activities related to promoting art's role in general education and in the community; involves families and others in supporting and reinforcing classroom goals, standards, and activities; maintains accurate student records; demonstrates flexibility and takes advantage of teachable moments; maintains good relationships with parents, peers, administrators and university personnel; participates in school-wide events and activities; performs assigned non-instructional duties efficiently; demonstrates broad repertoire of teaching strategies; models collegiality, professionalism, and integrity.

Technology: Uses appropriate technology in teaching and learning processes.

Examples: Utilizes technology in teaching and learning about art where appropriate and available; demonstrates ability to locate and evaluate online resources; effectively integrates technological media and methods into student learning activities; demonstrates comfort and familiarity with wide-range of audio-visual equipment used for instructional purposes; explains technological processes with clarity and accuracy in language appropriate for students; utilizes technology to facilitate communication and advocacy; takes advantage of opportunities for technology training; engages students in critical consideration of images, messages, and uses of variety of media.

The categories and examples above are aligned with the assessment rubric used to evaluate teaching portfolios at the end of student teaching. The following list describes some of the different types of evidence that can be included in your portfolio to document your competency in the above categories. Some of these are required, others recommended, still others are just optional, and you may include other additional materials if deemed pertinent.

The layout and design of your portfolio is left up to you. It should be visually interesting (e.g., with color images, illustrations, and nice layout) and well organized (e.g., have a table of contents and color-coded dividers). You can think of this as a kind of sales brochure to convince potential employers that you are the perfect candidate for their art teaching position.

The length of the portfolio should not exceed 30 pages. If you have any questions or are in need of assistance in constructing your portfolio--please, do not hesitate to make an appointment with your art methods instructor or student-teaching supervisor.

CORE ELEMENTS OF THE PORTFOLIO

Your teaching portfolio should contain the following types of evidence. Each item should be accompanied by a brief rationale for its inclusion in your portfolio and aligned with or defined as evidence of one or more of the Accomplished Practices.

REQUIRED:

- * Statements of Philosophy and Teaching Goals: Summary statements that describe your position on the value of art education and your aspirations as an art teacher.
- * A resume outlining your educational background, teaching experience and professional accomplishments.
- * Slides of your art work (10-20 works with labels and a slide sheet).
- * University supervisor's and/or cooperating teacher's written assessment of the student teacher's command of subject matter and capabilities to communicate knowledge in developmentally appropriate ways.
- * GPA in content area(s) of subjects to be taught.
- * College Transcripts of courses taken.
- * FTCE subject area test results.

RECOMMENDED

- * Statements describing your goals for a particular class or unit of instruction, and your expectations as a teacher in terms of student performance.
- * Lesson plans that reflect the content to be taught, both concepts and procedures, the instruction and learning methods to be used, and the assessment strategies to be employed.
- * Selected, annotated lesson plans that indicate the use of community resources, technology, multicultural resources, and/or adaptations for students with special needs in the context of a class.
- * Key project description sheets, assignments or problems that are indicative of what you expect and value as a teacher.

- * Written observations of cooperating teachers, university supervisors or other outside evaluators of classroom teaching as well as personal reflections by the teacher on the success of the lesson observed.
- * Written reflections on what was accomplished in a given class, unit or lesson and what changes should be made when the same class, unit or lesson is taught again.
- * Photographs of the classroom which reflect decisions made about the physical learning environment as well as the instructional materials used (e.g., bulletin boards or visual aids).
- * Photographs of students working in class (along with captions) that show planned activities and lessons involving productive activity.
- * Samples of student products (e.g., color photo-copies) along with captions and annotations describing the significance of the work shown.
- * Samples of student products that demonstrate the level of subject matter depth, an understanding of concepts taught, and skill or proficiency with procedures (along with annotated captions).
- * Selected clips and episodes from videotaped lessons that show elements of effective teaching or that demonstrate pedagogical or subject matter knowledge.
- * Transcriptions of audio-taped presentations or classroom discussions that demonstrate effective interaction with students or the use of appropriate questioning strategies.
- * Written descriptions of classroom management strategies (e.g., class rules) employed by the teacher.
- * Samples of assessment strategies (e.g., portfolios, rubrics, and subject matter inventories, written tests) used in evaluating student learning and performance.
- * Written reflections by the teacher on the success of his/her instructional decisions based on assessments of individual and group needs and performance.
- * Samples of student products along with written analyses of the student's needs and performance.
- * Samples of student products along with descriptions of instructional planning designed to meet student needs. Cooperating teacher and university supervisor statements of the teacher's use of assessment strategies and devices used in the classroom.
- * Photographic documentation (with supporting letters or text) showing involvement in school-related functions outside the classroom and community-based events.
- * Documentation of collaboration with other educators in lesson or unit development.
- * Reports (by cooperating teacher or university supervisor) of work with families or colleagues.
- * Logs or records of written communication with students' families.
- * Documentation of extra-curricular professional development activities (e.g., attendance at professional conferences and workshops.)
- * Evidence of planning for field trips, guest speakers or community resources to assist in instruction or student learning.