EDTE 309A/B–Gipe

Professional Portfolio Guidelines

Definitions: “A [professional] portfolio is an organized, goal-driven documentation of your professional growth and achieved competence in the complex act called teaching” (Campbell, Cignetti, Melenyzer, Nettles, & Wyman, 1997, p. 3).

A professional portfolio is “a living history of a teaching-learning life” (Wilcox & Tomii, 1999, p. 5).

Contents (can use as a checklist before submitting the portfolio):

☐ An introduction that tells the reader/reviewer how you organized the portfolio.
☐ A Table of Contents listing major categories used for organization as well as the individual documents within each section
☐ A Statement of Teaching Philosophy
☐ A Statement of Literacy Instruction Beliefs
☐ Required lesson(s) and any other required artifacts
☐ Supporting artifacts with individual captions
☐ Final Reflective Statement of Personal/Professional Growth

Terms:

Artifact: “An artifact is tangible evidence of knowledge that is gained, skills that are mastered, values that are clarified, or dispositions and attitudes that are characteristic of you [as teacher]” (Campbell, et al., 1997, p. 5).

Caption: “All documents in a [professional] portfolio should be preceded by an explanation of the importance or relevance of the document so that the reader understands the context of your work [and of the artifact]” (Campbell, et al., 1997, p. 4).

Advice: It is impossible to include everything you do, or have done, in your portfolio, so be selective in choosing your artifacts. Only include those for which you have a strong rationalization; that is, the artifact helps to showcase your ability. To help in writing the caption for each artifact, answer the following questions: (1) What is the artifact?; (2) Why is it filed under this heading, category, section,
standard, domain, etc.?; (3) What does it say about my growing competence? On
the caption page that precedes the artifact, provide the name of the artifact, the date
it was written or obtained, and, when applicable, the course (number and name) in
which you completed the assignment or created the artifact.

Types of Artifacts (Source: Wilcox, B. (1996). Smart portfolios for teachers in

Reading Artifacts (book list, logs, book notes, summaries, study guides, summary
sheets, outlines, handouts, articles, brochures, etc.)
Writing Artifacts (formal papers, publication piece, philosophy statements, self-
evaluation of lessons taught, description of effective strategies, critiques of lesson
plans, learning goals, reports, connections/reflections, journal, etc.)
Demonstrating Artifacts (videos, presentations, illustrations, lesson plans taught,
teacher-made lesson materials, transcripts, teacher assessments, feedback from
others on teaching performance, etc.)
Interacting Artifacts (photographs, group brainstormings, group consensus
products, peer assessments, in-class group activities, professional conference
attendance, etc.)
Thinking/Reflecting Artifacts (reflective journal, responses to prompts, charts,
graphs, steps used in problem solving, maps of potential lessons, etc.)

References


Adolescent & Adult Literacy, 40:3, 172-179.