

**Portfolio Outline**

UPTS 1

**Creating and maintaining a positive classroom environment that promotes student learning**

|            |  |
|------------|--|
| Objective  |  |
| Artifact   |  |
| Reflection |  |

UPTS 2

**Planning curriculum and designing instruction to enhance student learning**

|            |  |
|------------|--|
| Objective  |  |
| Artifact   |  |
| Reflection |  |

UPTS 3

**Engaging and supporting all students in learning**

|            |  |
|------------|--|
| Objective  |  |
| Artifact   |  |
| Reflection |  |

UPTS 4

**Assessing and evaluating student learning**

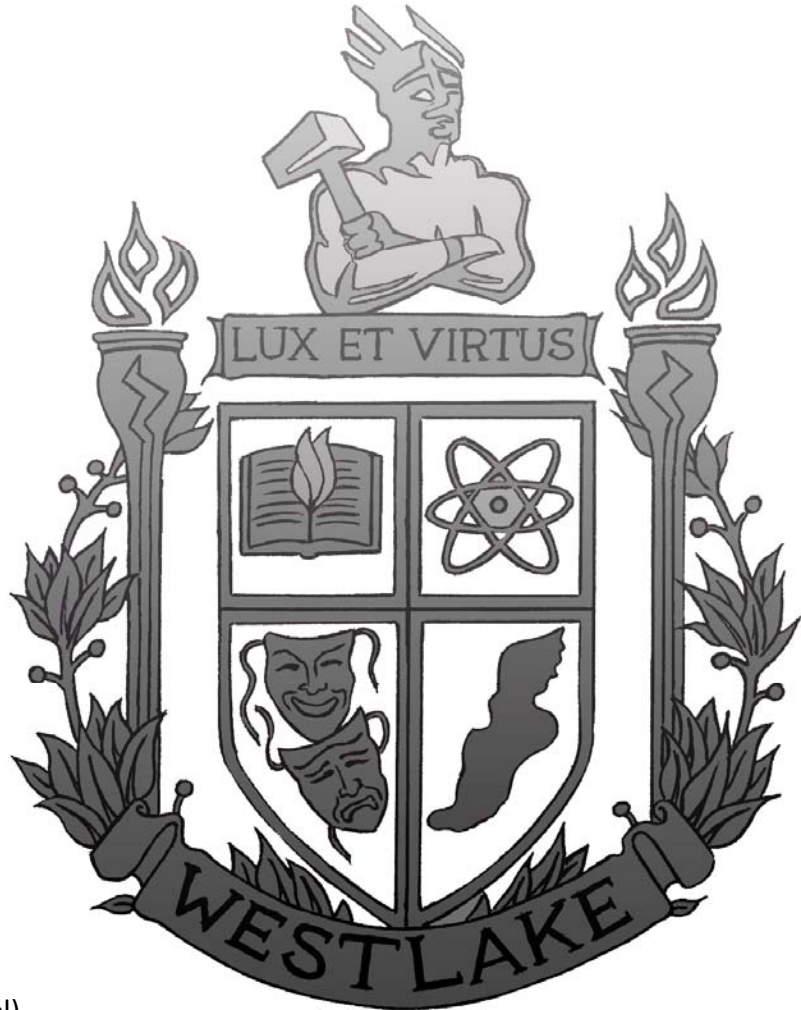
|            |  |
|------------|--|
| Objective  |  |
| Artifact   |  |
| Reflection |  |

UPTS 5

**Demonstrating professionalism to support student learning**

|            |  |
|------------|--|
| Objective  |  |
| Artifact   |  |
| Reflection |  |

# Professional Portfolio



## EDUCATOR NAME:

**YEAR 1** - (Teaching Assignment and School)

**YEAR 2** - (Teaching Assignment and School)

**YEAR 3** - (Teaching Assignment and School)

**OTHER TEACHER ASSIGNMENTS** - (Optional)

Note: Professional Portfolio is due at the end of your second year of teaching. All Praxis exams are due at the end of third year of teaching. Once both are completed, you can apply for your teaching license.

## COVER SHEET

## ABOUT THE PORTFOLIO:

Portfolio artifacts and reflections should have a problem-solving emphasis and focus more on the teacher's journey than his/her accomplishments. In other words, each artifact and reflection should be the result of reflecting on teaching, identifying a problem or challenge, and sharing the results or conclusions that emerge as a natural outcome of the process of trying to improve.

### Artifacts:

Artifacts are items that are purposefully placed in a portfolio. As stated in Dorothy Campbell's book *How to Develop a Professional Portfolio: A Manual for Teachers*, 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." A wide variety of artifacts can be collected in a teaching portfolio, including (but not limited to) the following:

Unit plan  
Lesson plan  
Sample of student work  
Multimedia presentation  
Student learning activity  
Classroom observation form (completed by mentor)  
Student Work Analysis

Communication to parent  
Video clip of a teaching moment  
Photograph  
Classroom management philosophy and plan  
Teacher-created website  
Disclosure document

### Reflections:

The reflection describes the artifact and explains in what ways this artifact is, indeed, **tangible evidence** of professional growth. Each reflection should also explain goals, progress, and increased understanding of the standards around which the portfolio is organized. Reflections should demonstrate that you have high level of awareness about yourself (your thoughts, feelings, assumptions, perceptions, world views, and values), and about relationships, situations and context. The reflection should address three major questions:

**What?** Describe the problem, challenge, or concern that you face in this area (i.e., what challenge do you face when it comes to creating a positive classroom environment?). Why is this an important issue or concern? Briefly describe the problem-solving process and your approach to this professional challenge. Finally, describe the artifact itself. What is it? What is its purpose? For example, if the artifact is a lesson plan, tell what is being taught and why this lesson plan or curriculum piece is significant. Or, if the artifact represents an event, What took place? Where did it take place? When did it take place? Describe the situation.

**So what?** Describe what you learned from the problem-solving process. Here are a few questions to consider: MOST IMPORTANTLY, evaluate your artifact in light of the Utah Professional Teacher Standard it addresses, and specifically state how and why this artifact is tangible evidence that you understand and implement the Utah Teacher Standard in your classroom. How does this artifact demonstrate your journey from teacher-centered to student-centered instruction? What is the impact on student learning in your classroom?

**Now What?** Finally, how has this problem-solving process transformed your teaching? Where do you go from here? What will you do differently next time? What questions and challenges still remain? Set appropriate goals that demonstrate a commitment to continued growth in this Utah Professional Teaching Standard.

### References:

Campbell, Melenzyer, Nettles and Wyman, *Portfolio and Performance Assessment in Teacher Education*, 2003, Boston: Allyn and Bacon.

Campbell, Dorothy, et. al., *How to Develop a Professional Portfolio: A Manual for Teachers*, 2003, Boston: Allyn & Bacon.

University of Delaware Educators: Reflective Practitioners Serving Diverse Communities of Learners as Scholars, Problem Solvers, and Partners, 2003 University of Delaware, <http://www.udel.edu/dcte/ocs/superhandbook/reflective.htm>.

Nebo School District Website (EYE Portfolio)

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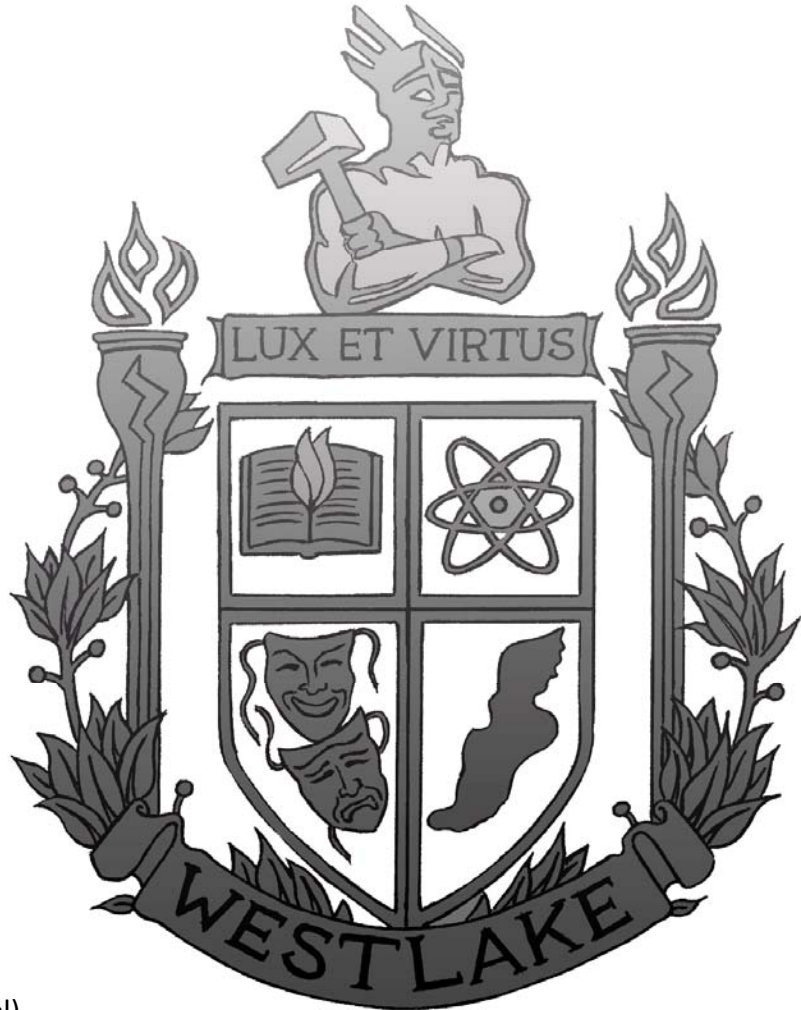
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