

# Portfolio

Education-Cisco College

Slaton

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Portfolios are a way for you to “showcase” your abilities and skills. A portfolio is a portrait of an educator's major strengths and teaching achievements. This type of portfolio would include your work as a scholar, including your projects, your teaching experience and accomplishments, and your record of academic service. Placing the portfolio on the internet makes your information easily accessible to prospective employers and colleagues. In many cases, creating your first teaching portfolio enables you, as a future instructor, to think more critically about your teaching, to create new methods of assessing it and to discuss pedagogy with colleagues, advisors, students and others.

Fundamentally, a portfolio is similar to an artist's portfolio, a sampling of the breadth and depth of an artist's works in order to display to the viewer the artist's abilities, strengths and styles. But, unlike artists' portfolios, the main body of your portfolio guides and informs the reader through this sampling of your skills. I will provide ideas and suggestions, but each portfolio is a picture of the individual and will be unique. Most portfolios contain two important sections: (1) evidence of teaching excellence, and (2) reflections on that evidence. Many administrators want to see how you have learned from great ideas and how you have learned from mistakes made. Reflections are sometimes just as significant as the fabulous lesson plans you create. I like the idea of Kathleen Yancey: “collection, selection, and reflection”, when thinking about portfolios. In the area of process writing, my favorite researcher is Donald Graves, and he also has a collection on portfolios (see the reference below).

The following elements may be included in your portfolio:

(those marked with an asterisk are REQUIRED; many are included in assignments for the course)

- Philosophy of teaching/learning (this will change as you learn)\*
- Experience
- Examples of assignments or lesson plans you have created\*
- Student evaluations or comments (if applicable)
- Supervisor evaluations/comments (if available)
- Certificates/awards
- Goals\* (should include technology goals) might evolve as you read an article and want to learn more about the topic
- Publications/projects ( **for 2301:**abbreviated case study—names changed, **for 1301:**presentation, etc.)\*
- Professional development (participated in seminars, workshops)
- Videotape of teaching
- Your writing for an educational journal or reflections on why you included certain artifacts
- A reflective essay , detailing your learning summary; perhaps an example or assignment that contributed most to your understanding of a specific topic
  - Reflect on what you’ve learned about teaching
  - Acknowledge the researchers who have influenced your learning
  - Detail what this portfolio illustrates about you as a student, teacher, writer, or critical thinker
  - Outline the process you went through to produce one of your artifacts
- Resources for Educators\* (could include articles you find worthwhile or websites)

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It's very easy to simply put together a file of documents, detailing your education, experience, etc., but above all, **try to tell a story**. Figure out how the elements of your portfolio are connected and try to show that in your reflections and artifacts. With e-portfolios, organizing files and work is particularly important because the organization can improve the quality of connections made between ideas.

## Websites for Creating Portfolios

[www.wix.com](http://www.wix.com)

[www.weebly.com](http://www.weebly.com)

## References

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