



## GUIDELINES FOR CREATING A PORTFOLIO

**Required for completion of an  
MED or BS in Interdisciplinary Early Childhood Education**

**Department of Teaching and Learning  
College of Education and Human Development  
University of Louisville**

### Contents:

- Assumptions Underlying Portfolio Assessment In Teacher Education
- *Contents Of A Capstone Portfolio*
- Portfolio Standards (IECE Teacher Standards and UofL Program Standard:  
• Understands the Complex Lives of Students and Adults in Schools and Society)
- Illustrations Of Artifacts That Can Be Included In The Portfolio
- *Writing The Rationale For Each Standard/Sample Rationale*
- *Sample Matrix*
- *Portfolio Review Form*
- *Statement of Authenticity*
- *Permission to Review Portfolio*
- *Scoring Guide For IECE Portfolio*
- *Portfolio Review Decision*

### **Assumptions Underlying Portfolio Assessment in Teacher Education**

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1. The purpose of a portfolio is to allow IECE candidates to show evidence of successful attainment of the nine Kentucky IECE Teacher Standards and the UofL Program Standard concerning students and adults. (See the following pages.)
2. A portfolio is a comprehensive representation of individual growth and achievement—it is not just a list or collection of items; it allows the individual to demonstrate her/his growth through its contents.
3. A portfolio is an opportunity to demonstrate what the candidate does with, and thinks about, the professional and content knowledge being acquired through course work and related professional experiences.
4. A portfolio is a basis for self-reflection as well as a basis for important conversation between candidate and advisor; candidate and other professors; candidate and peers; candidate and teachers, staff, and the wider educational community.
5. An effective portfolio is neither massive nor expensive. Rather, it communicates clearly and simply evidence of the candidate's knowledge, growth, and leadership ability—key aspects of the College's Conceptual Framework.
6. A portfolio has “real life” applications for the candidate in areas such as certification, professional development, and seeking employment.

**Contents of a Capstone Portfolio**  
(Department of Teaching and Learning)

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1. **Demographic Sheet** -- a page that includes the following information:
  - Name
  - Social Security Number
  - Permanent Address
  - Home Phone Number
  - Business Name, Address, and Phone Number (if applicable)
  - E-mail Address
  - Advisor
  - Degree Sought or Program of Study (Bachelor of Science)
  - Major Area(s)
  
2. **Letter to the Reader (No more than two pages.)**
  - Explain your philosophy of education. What do *you* believe about teaching and learning? You may share an anecdote, inspirational quote or your metaphor for teaching to complement your philosophy.
  - Assess your strengths, areas for improvement and goals for continued growth as a teacher.
  - Reflect upon your ability to work effectively with other members of a teaching team, other colleagues, students, parents and the community.
  - Summarize your understanding of the implications of school reform for the curriculum you plan to teach.
  
3. **Matrix** (see sample) – match each artifact with the appropriate standard(s).
  
4. **Artifacts** – The artifacts provide evidence that the IECE candidate has demonstrated competency in all ten New Teacher Standards and the UofL program standard addressing students, adults, and society. The number of artifacts in a candidate’s portfolio is 10 or fewer. An artifact can be applied to more than one standard as long as there is a rationale for the application. Each artifact should include the context in which the artifact was created. Please see the Scoring Guide for more details about artifacts.

As the candidate prepares the portfolio, he/she should reflect on the artifacts that could be selected for any particular standard and choose the one that provides the best evidence that the standard has been met. In some cases (e.g., professional development report) you may need to attach a statement to the artifact to clearly indicate your role in the activity.
  
5. **Rationales** – Each rationale is a word-processed and grammatically correct detailed explanation of how each artifact addresses corresponding IECE Teacher Standards or the UofL Program Standard. You must justify how this artifact demonstrates that you have met the criteria of the standard successfully. This rationale must be reflective, persuasive, and convincing. (See “Writing the Rationale for Each Standard,” as well as the Scoring Guide for further details.)
  
6. **Signed Statement** – affirming that the content of the portfolio is the candidate’s original work.
  
7. **Signed Release Form** – allowing the higher educational institution permission to release the document for review by credentialing agencies.
  
8. **Portfolio Review Form** – detailing the courses that you have taken in the program (to date), the dates of your mid-program portfolio review and your program exit review. Please see the form in the document “Guidelines for Creating a Portfolio.”

9. A note about **Videotapes** – Videotapes can be included in the portfolio, but a written commentary needs to accompany the video to explain the purpose of the videotape, summarize salient points, and state reasons for selecting this particular tape. Pre-set the video to the exact location of the desired educational event (10 minutes maximum). If there are students included in the video, the teacher must secure written permission from the parents or guardians of the students. Children who do not have parental consent to be videotaped should be placed behind the camera and out of the taping scene. When videotaping a class presentation, the taping must be continuous for the entire portion that is to be viewed. Videotapes may not be edited.

10. **Important Dates – (Double check each date with the Department Office, room 253)**

Portfolio Information Sessions: There will be a portfolio information session held during the first three weeks of the Fall and Spring semesters. Please look for these dates near the Department Office, room 253.

Due Dates: (These will be determined by your liaison)

- Fall: About the 13<sup>th</sup> week of the semester
- Spring: About the 13<sup>th</sup> week of the semester

11. **Assessment** – The portfolio will be judged satisfactory if the artifacts and rationales provided by the candidate demonstrate that he/she has successfully met the criteria identified in the 9 New Teacher Standards and the UofL Program Standard. The liaison will evaluate the portfolio before the end of the academic term during which the portfolio is submitted. Please check the Portfolio Scoring Guide for further details.

## **Illustrations of Artifacts That Can Be Included in the Portfolio**

### **Standard 1 – Designs/Plans Instruction**

- Lesson plans
- Unit plans
- Student teacher observations
- Evidence of planning with mentor
- Evidence of planning with teaching assistant
- Other

### **Standard 2 – Creates/Maintains Learning Environments**

- Plans for instruction various subgroups of students to meet their individual needs
- Evidence of positive guidance techniques and democratic learning communities
- Assessment summaries with guidance suggestions
- Annotated daily schedule
- Implementation of social/emotional goals on IEP/IFSP
- Transition plans
- Evidence of family centered practices
- Other

### **Standard 3 – Implements Instruction**

- Engaging tasks, activities, or teaching strategies for different learners developed by the student teacher
- Lesson plans from implemented lessons
- Commendations and suggestions from lessons taught
- Class schedule with identified incidental learning opportunities
- Student teaching observations forms
- Learning logs
- Other

### **Standard 4 – Assesses and Communicates Learning Results**

- Annotated samples of teacher-made assessments including rubrics
- Annotated examples of feedback given to students
- Teacher-developed homework assignments
- Performance assessments
- Student work samples with analysis of performance
- Lesson plans with reflection and refinement
- Other

### **Standard 5 – Reflects/Evaluates Professional Practices**

- Plans for ways to assess the success of a series of teaching activities, along with results (e.g., an action research project)
- Reflective written responses to peer's evaluation of the candidate's teaching
- Revised lesson plans
- Other

### **Standard 6 – Collaborates with Colleagues/Families/Others**

- Summaries of relevant professional meetings, and/or visits
- Records of special meeting to collaborate with other teachers, supervisors, etc.
- Summaries of involvement in IEP, IFSP, or SBDM meetings
- Other

### **Standard 7 – Engages in Professional Development**

- Personal growth activities such as research or curriculum development
- Professional development plan with a rationale
- Workshop presentations attended along with subsequent implementation of knowledge/activities developed from the workshops

- Research conducted with a faculty member
- Other

**Standard 8 – Supports Families**

- Communication with families during candidate's solo weeks
- Family newsletters
- Communication around IFSP's and IEP's
- Evidence of parent conferences
- Family interviews and family centered practices
- Other

**Standard 9 – Demonstrates Implementation of Technology**

- Evidence of the ability to use scanners, digital cameras, and video cameras.
- Lesson plans that include technology to address diverse students' needs and different learning styles.
- Evidence of use of adaptive technology
- Other

**Standard 10 – The UofL Program Standard: Understands the Complex Lives of Children and Families**

- Course projects or school-based initiatives with a diverse group of students or families
- Service learning activities in the urban setting
- Evidence of school or community leadership to enhance the lives of students and adults in school and/or society

## Writing the Rationale for Each Standard

The most important aspect of the portfolio, beyond the artifacts you include in it, is the rationale you provide the reader for each artifact. For each standard your task is to prove to the reader how specified artifacts in the portfolio demonstrate that you have met the given standard. To do this, you need to **explain how** those artifacts provide evidence that many/all of the bullets corresponding to the standard have been met.

First, describe the artifact and your role regarding the artifact. Second, explain how the artifact **that you have chosen to place with the given standard (if you have placed one with the given standard)** demonstrates that you have met the given standard. For example, suppose that you are working on Standard 1—Designs and Plans Instruction—and have chosen to place in this section of the portfolio a written lesson plan (the artifact) that you have planned, taught, and reflected upon. Furthermore, you have examined the lesson and have decided that it provides evidence that you have met the following indicators of Standard 1: 1.2, 1.4, 1.5, and 1.6.

So, first explain how the lesson plan addresses indicator 1.2: Selects developmentally and individually appropriate strategies and resources to provide activity-based learning experiences

Then explain how the lesson plan addresses the other indicators of Standard 1.

**1.4:** Write here how the artifact addresses indicator 1.4

**1.5:** Write here how the artifact addresses indicator 1.5

**1.6:** Write here how the artifact addresses indicator 1.6

Third, explain how other artifacts **elsewhere in the portfolio, that also address Standard 1**, provide evidence that you have met chosen indicators of Standard 1. (You identified those artifacts in the matrix located near the front of the portfolio.)

Finally, on each artifact highlight with a marker or self-adhesive note the parts that you referred to in your rationale. Basically, your goal is to make it obvious how the artifact demonstrates that you have met the Standard being addressed! (NOTE: If you include photos or children's work, be sure that you provide captions and/or short descriptions. You must have prior, written permission to include students' photos or names on student work. If you do not have permission, do not use the photo and mark out any identifying names.)



**Portfolio Review Form <sup>1</sup>**

Portfolio Author: \_\_\_\_\_ Current Position: \_\_\_\_\_

Program of Study in \_\_\_\_\_

Mid-Program Review \_\_\_\_\_ Program Exit Review \_\_\_\_\_

Date of Review: \_\_\_\_\_ Date of Review: \_\_\_\_\_

Program courses taken to date:

1.	2.	3.
4.	5.	6.
7.	8.	9.
10.	11.	12.
13.	14.	15.
16.	17.	18.
19.	20.	21.
22.	23.	24.
25.	26.	27.
28.	29.	30.

Advisor/Chair of Portfolio Review Committee: \_\_\_\_\_

**Portfolio Components – (to be reviewed)**

Place a check by each item included in the portfolio and provide any comments relevant to each component.

<u>Mid-Program Review</u>	<u>Program Exit Review</u>
_____ Letter to Reader (in progress)	_____ Letter to Reader
_____ Table of Contents	_____ Updated Table of Contents
_____ Demographic Sheet	_____ Updated Demographic Sheet
_____ 4 – 5 Artifacts & Rationales	_____ 7-10 Artifacts and Rationales
_____ Matrix	_____ Updated Matrix
_____ Signed Statement of Authenticity	_____ Signed Release Form

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<sup>1</sup> **To be submitted with your portfolio each time it is reviewed.**

## Statement of Authenticity <sup>2</sup>

The material contained in this portfolio is my work. For confidentiality purposes, any names of children have been changed or deleted.

Candidate's Name \_\_\_\_\_  
(printed name)

Candidate's Signature \_\_\_\_\_

Teaching Specialty and Certification Level \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

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<sup>2</sup> To be submitted with your portfolio each time it is reviewed.

### Permission to Review Portfolio <sup>3</sup>

I give permission to the Department of Teaching and Learning at the University of Louisville (College of Education & Human Development) and state certification agencies to review and reprint, if necessary, the materials contained in this portfolio.

Candidate's Name \_\_\_\_\_  
(printed name)

Candidate's Signature \_\_\_\_\_

Teaching Specialty and Grade Level \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

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<sup>3</sup> To be submitted with your portfolio each time it is reviewed.