

Creating Electronic Professional Teaching Portfolios (EPTP)



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EDUCATION:
 1985 - 1992 University of Oregon,
 Department of Philosophy in Curriculum and Instruction,
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 1984 - 1986 California State University, Los Angeles,
 Master of Arts in Educational Administration
 Administrative Services Credential
 1975 - 1978 University of California, Santa Barbara,
 Multiple Subject & Student Teaching Teaching Credential
 1971 - 1975 University of California, Santa Barbara,
 Bachelor of Arts - Developmental Psychology

CREDENTIALS:
 Administrative Services Credential - California State University, Los Angeles, 1986
 Multiple Subject Teaching Credential - University of California, Santa Barbara, 1978
 Student Teaching Teaching Credential - University of California, Santa Barbara, 1979

PROFESSIONAL EXPERIENCE:
 2001 - Present National Council for Accreditation of Teacher Education (NCATE) Board Member
 Visited, consulted, and reported on 3 universities (Colorado, Illinois, Missouri)
 1999 - Present Associate Professor, University of Northern Iowa
 Teach: Philosophy courses in Education, Pedagogy in Education, Stage Teacher in Education, Classroom Management, Administrative Change/Change Agency, Adaptive Instructional Technology Program, Educational Policy
 1989 - 1999 Visiting Professor in Public Schools/Michigan Ministry of Education, University Technology Administration, Technology Use Issues (in State Public, Michigan)
 Teach: MTTC11 Educational Psychology (Master Level) (Fall '98 and Spring '99)
 Teach: MTTC12 Introduction to Pedagogy (Master Level) (Fall '98 and Spring '99)
 Workshops: in Teaching Administration in the 21st Century, Accreditation in the 21st Century, Public Policy in the 21st Century, and 2007
 International Teacher Conference, Mobile, This Laboratory School
 Managed the \$25,000 budget for technology in this Laboratory School

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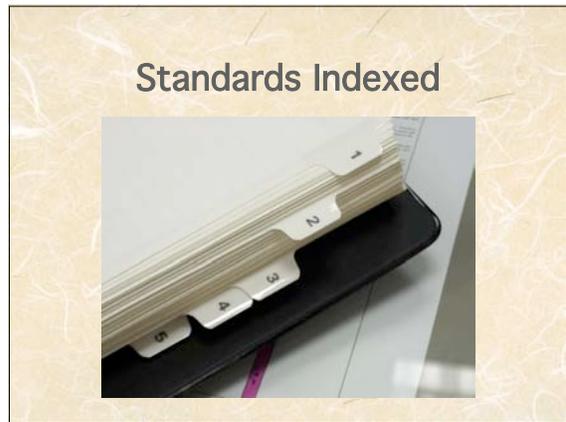
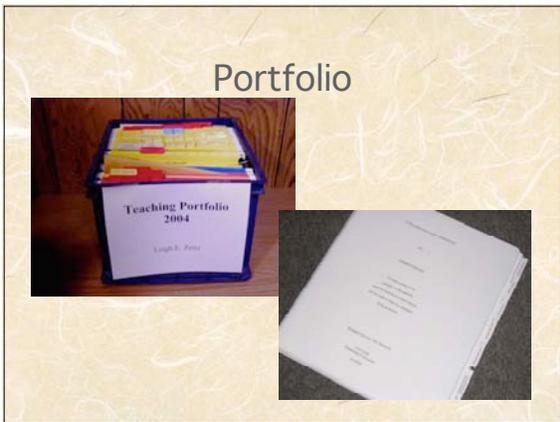
Creating a Professional Image

- Photographs
- Clarity of language throughout the portfolio
- Selection of artifacts
- Depth of reflections

Portfolios

Portfolios: Why?

- Encompass complexities of teaching
- Capture and advance what teachers know and can do.
- Promote professional development of teachers
- Evaluation occurs best in authentic contexts



Standards Indexed

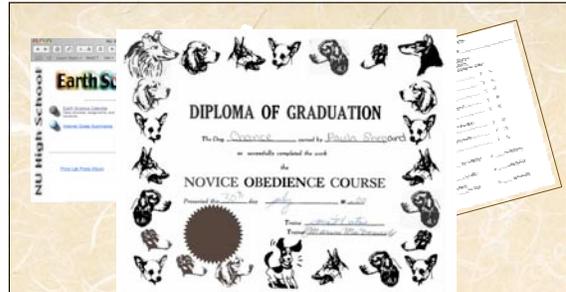
- Typically in notebooks with Standards tabs.
- Presented in a VERY linear manner.
- One artifact matches with only one standard.
- Shows the depth of fulfillment for each standard.

Standards-Indexed

Standards-Referenced



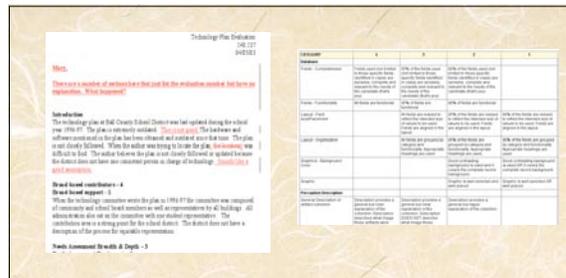
1. Demonstrates ability to enhance performance and support for implementation of the school district student achievement goals



2. Demonstrates competence in content knowledge appropriate to the teaching position



4. Uses strategies to deliver instruction that meets the multiple learning needs of students



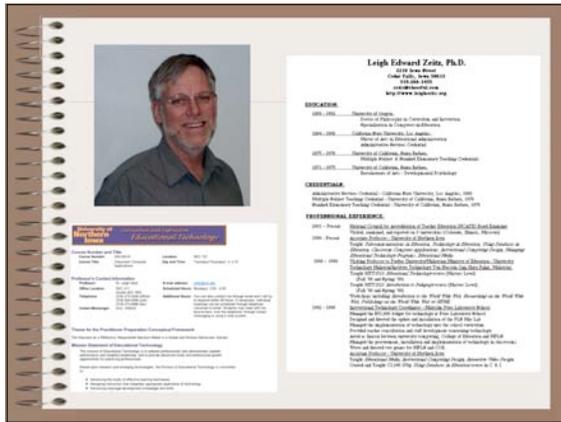
5. Uses a variety of methods to monitor student learning



6. Demonstrates competence in classroom management



How Do We Present All of These Artifacts?



Teacher: Jennifer Wesiek ID #: 123456789

Standards Matrix

State of Iowa Teaching Standards
Click on link numbers to view standard's information

Link	1	2	3	4	5	6	7	8
304, Plans and Poles						e		
305, Anticlines							a	
Web Page			a, e	a, d, f			c	
4th Project		a, b, c			a			
5th Smart Goal			e		f		d	e
11th Presentation				b			b	
Grade 6map	a				e			
7th Project								e
8th Unit 11								
Artifact 14								

Opening Page Standards Overview Standards Matrix

- ### Reflective Prompts
- **What? (Description)**
 - Describe the artifact
 - More complete than caption
 - **So What? (Analysis)**
 - Analyze the artifact
 - What occurred during the event?
 - **Now What? (Planning)**
 - How did this affect you?
 - How is your future affected by this?

Travel Vacation: What

This project involves students pairing up to plan, organize and pretend to take a vacation to a place of their dreams. The students will plan their destination and daily activities around their vacation budget. That budget uses terms set by the amount of money they had saved for their vacation from a prior simulation. This vacation project is a "final exam" for the students' budgeting unit. It also acts as a reward for the students that have done a better job of budgeting their money in the prior section.

Travel Vacation: So What

This project provides a variety of skill development activities. It is an ideal cross-curricular activity that involves research, math, computer and writing skills. Students work with partners so they build their interpersonal skills, planning skills, and organizational skills.

The students become quite involved in the project. I can feel the electricity as I walk through the classroom. I find a few groups who are not fully ignited until I meet with them. Unfortunately I have not found a way to quickly identify these groups and I need to learn how to do that.

Travel Vacation: Now What

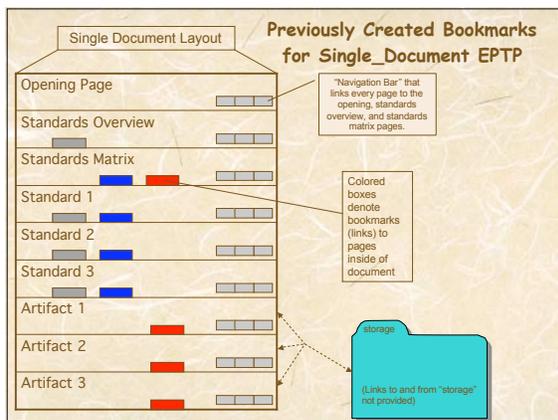
The total involvement of the students in this culminating cross-curricular project shows the value of such an activity. I plan to use it as a model for some activities in my other classes. I would like to revise it to allow a greater set of choices for students to create an end product that can use a range of the multiple intelligences. This is an area of development that will support the present curricular changes in our school.

Organizational System?

- Simple AND Easy
- Short learning curve
- Emphasized the **Portfolio**, NOT NECESSARILY the **Technology**
- Standards-Referenced AND Standards-Indexed

A Word Document . . .

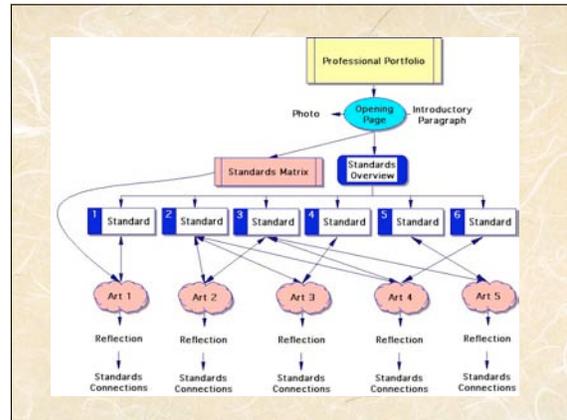
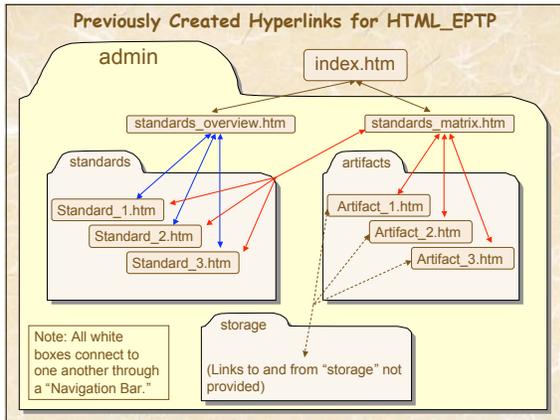
- Simple
- Small learning curve
- Hyperlinked
- All one document



HTML_EPTP

More information

- Organized like a website
- High individual learning curve in order to develop
 - Organization of template files must be maintained throughout creation in order for hyperlinks to function
- Hyperlinks already installed
- Allows for more freedom in design and "look and feel" based on skill level



- What differentiates an EPTP from other forms of portfolios?**
- Standards-indexed & standards-referenced
 - Efficiently displays connectivity between artifacts, standards, and reflections
 - Easily navigated
 - Displays an inherent technical prowess of creator
 - Easy to transport and create multiple copies
 - Comes in two versions to match your needs and technical skill level

EPTP: Electronic Professional Teaching Portfolio

www.leighzeitz.org/eptp

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