Creating Electronic Professional Teaching Portfolios (EPTP)

THORNBURG CENTER
Pragmatic Visionaries

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EDUCATION:

1989 - 1992	University of Oregon.	Doctor of Philosophy in Curriculum and Instruction. Specialization in Computer-in-Education.
1984 - 1986	California State University, Los Angeles.	Master of Arts in Educational Administration Administrative Services Credential
1975 - 1976	University of California, Santa Barbara.	Multiple Subject & Standard Elementary Teaching Credentials
1971 - 1975	University of California, Santa Barbara.	Baccalaureate of Arts - Developmental Psychology

CREDENTIALS:

Administrative Services Credential - California State University, Los Angeles, 1986
Multiple Subject Teaching Credential - University of California, Santa Barbara, 1976
Standard Elementary Teaching Credential - University of California, Santa Barbara, 1976

PROFESSIONAL EXPERIENCE:

2001 – Present	National Council for Accreditation of Teacher Education (NCATE) Board Examiner	Visited, examined, and reported on 3 universities (Colorado, Illinois, Missouri)
1999 - Present	Associate Professor - University of Northern Iowa	Taught *Telecommunications in Education, Technology in Education, Using Databases in Education, Classroom Computer Applications, Instructional Computing Design, Managing Educational Technology Programs, Educational Media*
1998 – 1999	Visiting Professor to Fuchu University/Malaysian Ministry of Education - University Technology Malaysia/Institute Technology Tun Hussein Onn (Batu Pahat, Malaysia).	Taught MTT1513 *Educational Technology* course (Master Level) (Fall '98 and Spring '99) Taught MTT1523 *Introduction to Pedagogy* course (Master Level) (Fall '98 and Spring '99) Workshops including *Introduction to the World Wide Web, Researching on the World Wide Web, Publishing on the World Wide Web* and *HTML*
1992 - 1998	Instructional Technology Coordinator - Malcolm Price Laboratory School	Managed the $50,000 budget for technology at Price Laboratory School

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Creating a Professional Image

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

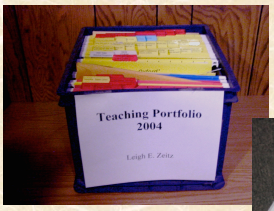
Portfolios

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

Folio

Portfolio



Standards Indexed

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.

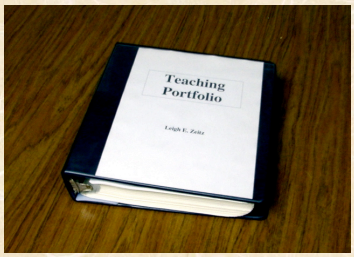
Standards-Indexed

Standards-Referenced

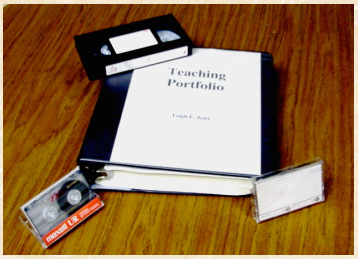
Standards Referenced

- Artifacts are the heart of the portfolio.
- Artifacts can meet more than one standard.
- Electronic portfolios make this organization method possible through the use of hyperlinks.
- Evaluators can identify whether or not all of the standards are met in a non-linear method.

Paper Portfolio



Electronic Portfolio



Digital Portfolio

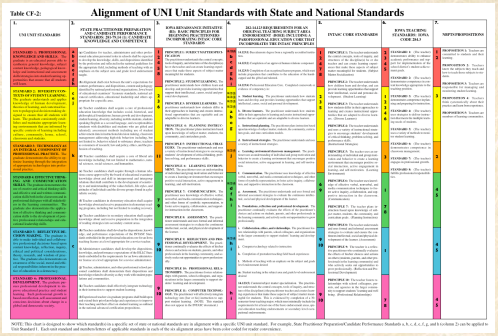


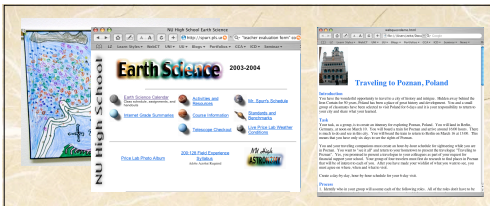
Table CF-2:

Alignment of UNI Unit Standards with State and National Standards

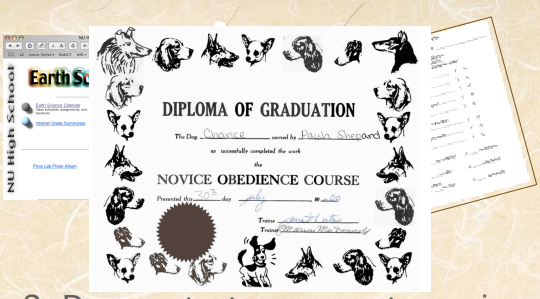
UNI UNIT STANDARDS	STATE TEACH/ADMIN PREPARATION AND CANDIDATE PERFORMANCE STANDARDS (PROFESSIONAL KNOWLEDGE AND COMPETENCY)	IOWA RENAISSANCE INITIATIVE HIL BASIC PRINCIPLES FOR DESIGNING TEACHING SUBJECT AREA INFORMATION (INTASC CORE)	282-14.6 (7-1-02) REQUIREMENTS FOR AN ORIGINAL TEACHING SUBJECT AREA INFORMATION (INTASC CORE) THAT ARE INCORPORATED INTO INTASC PRINCIPLES	INTASC CORE STANDARDS	IOWA TEACHING STANDARDS (IOWA CORE 284.)	7.
STANDARD 1: PROFESSIONAL KNOWLEDGE AND SKILL. The candidate is an educated person who is knowledgeable about the liberal arts and sciences, including the content knowledge, pedagogical knowledge, and professional skills and dispositions needed to help all students learn.	All candidates for teacher, administrator and other professional school personnel endorsements in content shall be expected to develop the knowledge, skills, and dispositions identified in national/professional standards appropriate to the endorsement(s) sought, including methods of teaching reading appropriate to the endorsement(s) sought.	PRINCIPLE 1: SUBJECT MASTERY/PEDAGOGY. The practitioner understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of knowledge accessible to students.				
STANDARD 2: REFLECTIVE, LIFELONG LEARNING. The candidate reflects on his or her practice, integrates knowledge of human development, learning, and pedagogy, and is able to use professional self-assessment and evidence of student learning to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks out opportunities to grow professionally.	All candidates shall demonstrate the ability to use technology to support learning, including the ability to integrate technology into instruction.					
STANDARD 3: TECHNOLOGY AS A TOOL FOR INSTRUCTIONAL PROFESSIONAL PRACTICE. The candidate demonstrates the ability to use technology to support learning and to enhance his or her professional practice and productivity.	All candidates shall acquire a set of library and technology skills and knowledge that are appropriate to the endorsement(s) sought.					
STANDARD 4: EFFECTIVE COMMUNICATION SKILLS. The candidate is able to effectively use verbal, nonverbal, and written communication skills to foster active inquiry, collaboration, and supportive interaction in the classroom, including communication technologies.	All teacher candidates shall acquire a set of library and technology skills and knowledge that are appropriate to the endorsement(s) sought, including the ability to integrate technology into instruction.	PRINCIPLE 7: COMMUNICATION. The practitioner uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.				
STANDARD 5: REFLECTIVE DECISION MAKING. The candidate is able to use his or her understanding of individuals and groups and knowledge of human development and learning to regularly make decisions and adaptations in instruction and environment that increase learning opportunities and support student development.	All teacher candidates shall demonstrate knowledge about and ability to integrate multicultural and gender-fair perspectives into instruction.	PRINCIPLE 8: REFLECTION AND PROFESSIONAL DEVELOPMENT. The practitioner is a reflective learner who evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.				
STANDARD 6: PROFESSIONAL DEVELOPMENT. The candidate has the dispositions and commitment needed to take responsibility for student learning, to collaborate with learners, families, colleagues, and community members, and to engage in ongoing professional development.	All teacher candidates shall effectively integrate technology in their instruction to support student learning.	PRINCIPLE 9: PROFESSIONAL RELATIONSHIPS. The practitioner fosters relationships with colleagues, parents, and agencies in the larger community to support students' learning and well-being.				
	All professional teacher preparation programs shall design a program of study that includes a minimum of 30 semester hours in the teaching and the effective content knowledge, skills, and dispositions identified in national/professional standards appropriate to the endorsement(s) sought.	PRINCIPLE 10: COMPUTER TECHNOLOGY. The practitioner has a basic knowledge of computer technology. He or she has the opportunity to use computers in learning and teaching.				

NOTE: This chart is designed to show which standard(s) in a specific set of state or national standards are in alignment with a specific UNI unit standard. For example, State Practitioner Preparation/Candidate Performance Standards a, b, c, d, e, f, g, and h in column 2 can be applied to Unit Standard 1. Each unit standard and numbers/letters of applicable standards in each of the six alignment areas have been color-coded for reader convenience.

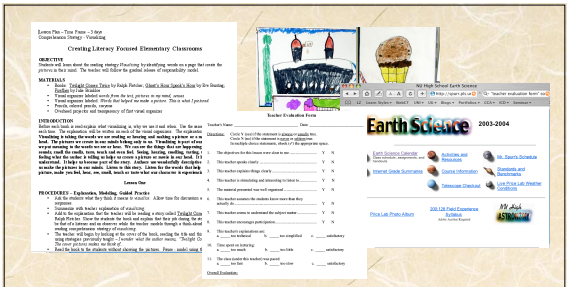
Artifacts?



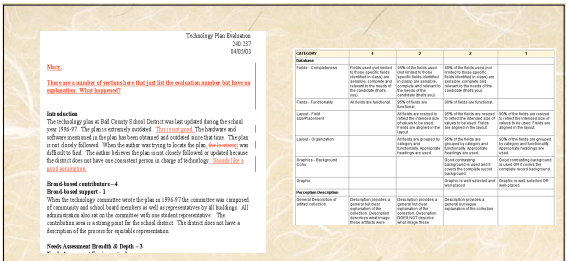
1. Demonstrates ability to enhance performance and support for implementation of the school district student achievement goals



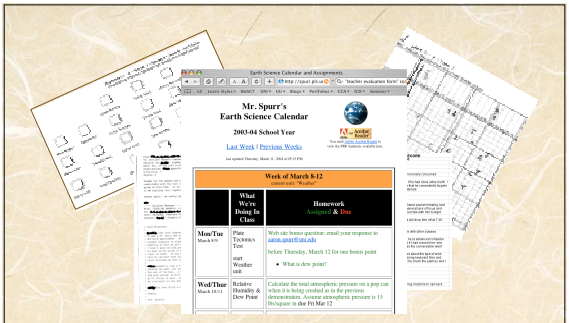
2. Demonstrates competence in content knowledge appropriate to the teaching position



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

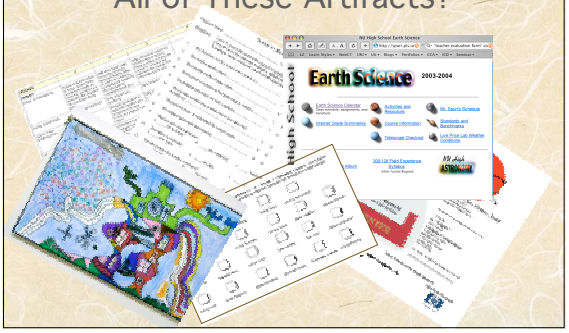


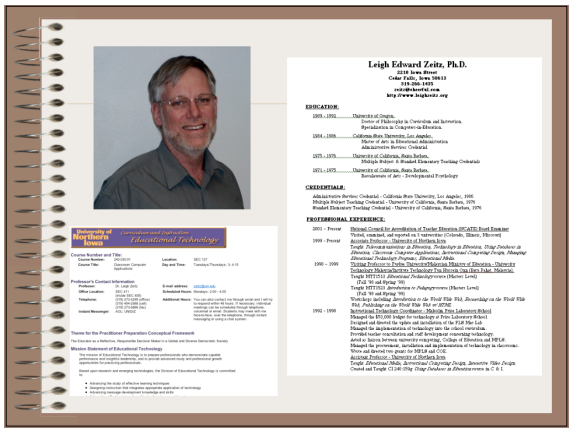
5. Uses a variety of methods to monitor student learning



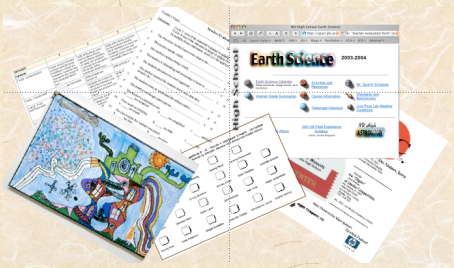
6. Demonstrates competence in classroom management

How Do We Present
All of These Artifacts?





What Artifacts Would You Use in YOUR Portfolio?



Teacher: Jennifer Wessels ID #: 123456789

Standards Matrix

	State of Iowa Teaching Standards *Click on linked numbers to view standard's information.*							
Link	1	2	3	4	5	6	7	8
Sub Plans and Folder						c		
ASA Transcripts							a	
Web Page			a, e	a, d, f			c	
Car Project		a, b, c			a			
Interest Survey			c	e				
PDT Smart Goal	b, c			b	f		d	e
TTEC Presentation							b	
Grade Report	a				e			a
Parent Email								e
Artifact 11								
Artifact 12								

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

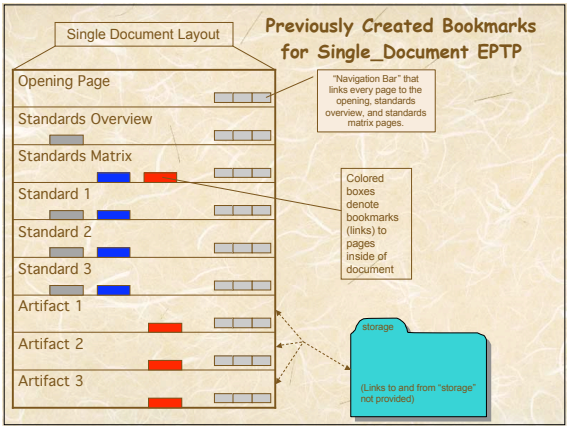
The total involvement of the students in this culminating cross-curricular project shows the value of such an activity. I plan to use it as a model for some activities in my other classes. I would like to revise it to allow a greater set of choices for students to create an end product that can use a 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 . . .

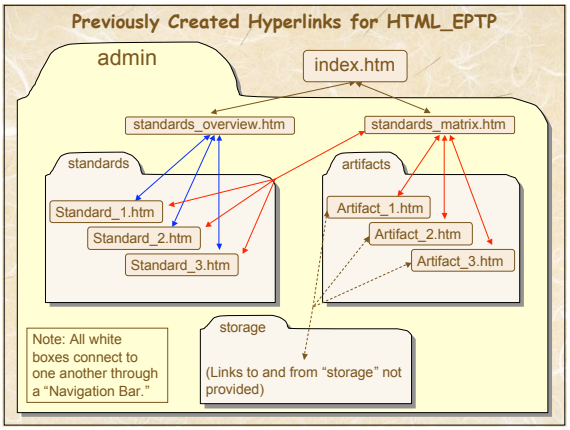
- Simple
- Small learning curve
- Hyperlinked
- All one document

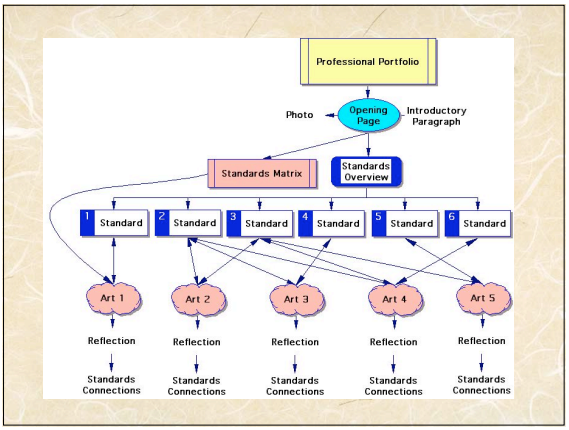


HTML_EPTP

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

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Thank You

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