**What is a Teaching Portfolio?**

It is a factual description of a teacher’s strengths and accomplishments. It includes documents and materials, which collectively represent the scope, development and quality of a teacher’s performance. Think of the function behind portfolios kept by designers, artists, architects, etc... to display their best work and the thought process behind their work.

**Why Create a Portfolio?**

1. To submit one to an evaluation committee.
2. Reflect on your own progress over time.
3. Share your experiences with other faculty members.
4. To submit one for an award

**What are the types of Portfolios:**

1. Digital On-line Portfolios
2. Basic Handbooks with dividers/sections and key information

**Is a Portfolio an exhaustive compilation of all documents related to teaching?**

 No, it presents selective information on teaching activities and solid evidence of their effectiveness. It should include course planning and preparation, actual teaching examples, evaluation of students and feedback, evidence of keeping up with your professional field as it relates to teaching.

**How Does a Portfolio benefit teacher growth?**

1. A way to chronicle more holistically adult growth and development.
2. To examine what teachers learn from their work.
3. Portfolios prove a connection to the contexts and personal histories that characterize real teaching and make it possible to document the unfolding of both teaching and learning over time.
4. Portfolios capture learning through artifacts that are representative of practice.
5. Portfolio supervision supports the ongoing study of the teaching process by the individual teacher, alone, or with collegial or supervisory support.
6. Portfolios chronicle professional growth; they are an authentic way for teachers to reflect on their impact on student learning while assessing their own performance.
7. Helps with the attainment of short term and long term goals.
8. It reveals, relates, and describes the teacher’s duties. Expertise and growth in teaching.
9. A portfolio will help focus mentoring activities, and provide data for action research.
10. The assessment of teaching is an ongoing process. Portfolios hold meaning and growth for teachers if they are used to:
11. Develop Goals
12. Select artifacts that offer a rich portrayal of their teaching.
13. Receive feedback on the artifacts as they relate to the teaching process.
14. Reflect on the impact of the artifacts through data collected in classroom observations.
15. Chronicle changes in practice based on accumulating artifacts over time.
16. Meanings are derived from the processes of collecting, examining, and reflecting on portfolio contents.
17. The portfolio is a product. What is done with them after they are examined will decide what changes in practice should occur the following year.
18. They exhibit growth when we find time to be sure we are working on them, consulting with others, and reflecting on the meaning of the portfolio and its artifacts.
19. Portfolios guide the classroom observation when they are attached to pre-established goals. This in turn allows for growth to occur in the classroom day.
20. Portfolios in many schools are used to set goals for each year and self-monitor our progress.
21. Foster collaboration between professionals.
22. Create conditions to examine practice and do some action research.
23. Pinpoint needed professional development.
24. Assess the impact of professional development activities.

**Five reasons a portfolio should be online:**

<http://connectedprincipals.com/archives/10214>