

MI Portfolio Outline

*All MI students who complete the portfolio course (EDUC 648) during or after the Spring 2005 term will construct a portfolio that follows the details described in this document. **All other MI students are strongly encouraged** to complete a portfolio in this format as it provides the greatest support for future application for National Board certification.*

DUE DATES for the MI Portfolio are posted on the MI website. Due dates are non-negotiable. Failure to meet the posted due date will delay your graduation date.

The purpose of the MI portfolio is to exhibit teacher actions related to instruction, to seek out feedback from informed sources about each exhibit, and to reflect upon how the exhibits hold implication for improving subsequent, similar actions. The exhibits included in the portfolio will align with the propositions of the National Board of Professional Teaching Standards.

The portfolio is a reflection of your growth as a teacher through the MI program. The portfolio should therefore include introductory and concluding remarks that articulate and reflect on this growth and the exhibits that document it. The portfolio will consist of three main parts: the Introduction, the Exhibits, and the Conclusion.

Introduction

The introduction will include a brief description of your current teaching assignment – the school contexts, the courses/grades taught, the nature of the pupils enrolled, and the curricula constraints, if any, that limit your choices in making instructional decisions.

This section of the portfolio also will briefly introduce the five exhibits, explaining how they are relevant to the propositions of the National Board of Professional Teaching Standards.

Exhibits

You will construct one exhibit for each of the five propositions of the National Board of Professional Teaching Standards. That is, your completed portfolio will include a total of five exhibits. The exhibits should display significant chunks of your practice. The choice of what particular instructional actions to display in the portfolio is up to you. It is your teaching that is being displayed and efforts to include both accomplished practices and problematic situations for which learning can occur should be considered. One challenge will be selecting exhibits of the appropriate grain size. You need to find aspects of your teaching that are not too trivial or too large. For example, choosing to display the taking of attendance is too narrow a slice of your practice. Choosing an eight-week unit on the Civil War might be too large a chunk for the portfolio.

For example, the detailed documentation of your collaboration with other teachers in planning an instructional unit could serve as an exhibit for the “Teachers as Members of Learning Communities” proposition. Other examples (for a variety of propositions) include the following: teaching an enrichment lesson about the threat of droughts; tutoring a student on decoding skills; teaching a small group of students about inertia; assessing the unit of how a bill becomes a law; working with parents; and counseling a student in an effort to reduce his bullying in the classroom.

Each exhibit will include the following sections.

- I. An introduction that (1) identifies the specific proposition of the National Board of Professional Teaching Standards this exhibit is illustrating, (2) describes how this exhibit aligns with the proposition and (3) highlight how the exhibit is representative of your overall practice and is not a “once-a-year type lesson” or some other unique occasion.
- II. A collection of artifacts that portray your practice as related to this exhibit. You should include a narrative of the importance of each artifact. The collection could include lesson plans, assessments, student work, audio, video, still photos and so forth.
- III. A personal reflection on your practice that is highlighted by the exhibit. (1) Of what aspects of your illustrated practice are you proud? (2) What specific aspects of your illustrated practice do you find problematic? (3) How do you plan to address the problematic aspects after you have completed the MI program?
- IV. Ask an informed source (e.g., colleague, supervisor, principal, professor) to review Sections I, II, and III of your exhibit. Use the feedback to revise Sections I, II and III. Your completed portfolio will include (1) the comments provided by your informed source and (2) your reactions to those comments. For example, what aspects of the comments were helpful? How did you change the exhibit as a result of the comments? How did the comments affect your reflection on your practice?
- V. References (e.g., books, articles, district documents) cited in the exhibit.

Conclusion

The conclusion of your portfolio is a description of the implications, based on the totality of the five exhibits, for improving your instruction both in the short term and the long term. Your conclusion should integrate insights from the five exhibits rather than dealing with the exhibits individually.