

ePORTFOLIO DEVELOPMENT

As a means of viewing the teaching process, the development of a portfolio is a contemporary idea in which the educational profession has become increasingly interested. The goal of the portfolio is to provide the reader with a greater understanding of actual classroom events and informed practice. Initially, in education, composition teachers saw portfolios as a means of selecting, presenting, and eventually assessing a writer's best works. In recent years, the portfolio has changed from their original conception to a broader more comprehensive definition and purpose. Chris Anson in the book New Directions in Portfolio Assessment: Reflective Practice, Critical Theory, and Large-Scale Scoring has described the teaching portfolio as a means to "invite teachers to tell the story of their work and in doing so become more reflective of their own practice" (Boynton/Cook Publishers, 1994, p.186).

University of Iowa Student Teachers complete a portfolio notebook that documents work done during their student teaching experience. The State of Iowa and the Iowa Board of Educational Examiners expect Teacher Education Programs in Iowa to be able to document that each student has met a prescribed list of "Performance Standards," before they can be recommended for an Iowa teaching license. To address these requirements, University of Iowa Education majors are required to develop an **ePortfolio** in which they will document how they have met each standard. Students place artifacts in their **ePortfolio** during coursework and field experiences completed prior to the student teaching semester. During the student teaching semester, Student Teachers must further document how they have met each standard by adding artifacts to their **ePortfolio** that reflect the teaching decisions and actions taken during the student teaching semester.

With this in mind, as the Student Teacher develops his/her portfolio, he/she is reminded that **rather than merely a scrapbook collection of artifacts, the portfolio is a narrative document** that details efforts and accomplishments of the student teaching experience. *In preparing a portfolio, quality supersedes quantity.* The material needs to be well-organized, easy to understand, and selective, and should include captions that explain how the artifact presented meets each identified standard.

Once completed, selected portions of the Student Teaching portfolio can be used as a tool in the job recruitment process. As the Student Teacher moves from novice to master teacher, his/her portfolio can be continually revised to document growth and experience. **In preparing the student teaching ePortfolio, the Student Teacher should follow the guidelines identified on the following pages.**

The course outline that appears on the next page identifies each State Performance Standard (A through K) and a description of a narrative and an a related artifact for each standard relative to the student teaching experience. Each narrative and artifact should appear on the course outline page (7E:190/191) and also be linked to the Elementary Program "Standards" page. Students are expected to meet the minimum standards listed but may also elect to add additional artifacts that demonstrate new ideas or unique procedures or technology.

To assist you in identifying the Iowa Teacher Performance Standards, items A. Student Learning through K. Subject Matter Knowledge, please find the "Electronic Teaching *ePortfolio*" outline on the page following the table of required artifacts. Student Teachers who need assistance in linking artifacts to their *ePortfolio*, may contact John Achrazoglou, Technology Director at 319-335-5620 (john-achrazoglou@uiowa.edu) or visit the following website for information and sample artifacts:
<http://www.education.uiowa.edu/resources>