

**Western Illinois University**  
**Department of Educational Studies**

**Principal Application Portfolio Guidance**

The information that follows is intended to assist you as you work to create your portfolio for the principal preparation program.

First of all, you may create:

- A binder/hard copy portfolio
- An electronic portfolio on CD/DVD/Thumbdrive

The artifacts are suggestions to spur your thinking. Furthermore, the artifacts listed are not in any way an exhaustive list. You do not need to create artifacts. Instead, you should look for artifacts that you have in your teaching portfolio and/or classroom.

Because readers of your portfolio will not necessarily know why you included them, each artifact should be accompanied by a brief, identifying caption. If you are doing a binder/hard copy portfolio this could be a post-it note attached to the artifact. If you are doing an electronic portfolio, you might number each artifact in a section and then provide a table of contents of each section with the identifying captions. In the caption you might include:

- Title of the artifact
- Date produced
- Description of the context
- Purpose, evaluation, or other types of comments

For each category (See below), you should have a reflection on the artifacts. This reflection should focus on how the artifacts demonstrate your achievements. Your reflections should show the reader that you know what you are capable of doing in terms of meeting the standard. Be specific about showcasing your abilities. Do not simply summarize the documents. When writing a reflection, answer these questions:

1. What? (What is the CONTEXT of the artifact? What is it? When and why was it produced?)
2. So what? (What is the ROLE of the artifact? Why did I select it as evidence for meeting this standard? What does it say about my growing competence as an educator?)
3. Now What? (What is the IMPORTANCE of the artifact? How did producing the artifact help me improve my professional competence and what will I do to continue to improve relative to this standard?)

Again, you will have one reflection for each category. The reflection document can be brief (around a page single-spaced at most).

If doing a binder/hard copy portfolio, you might consider creating eight sections (with a divider for each section with tabs). For an electronic portfolio, you might have a folder of scanned documents for each section. Then create a Table of Contents for each section with hyperlinks to the documents. You could also hyperlink your reflection.

Through your portfolio you need to demonstrate:

1. Exemplary Teaching
2. Leadership Role
3. Data Analysis
4. Family and Community Involvement
5. Student Assessment
6. School Improvement (See “Rubric for Evaluation of Application Portfolio)

**Category 1:** Support of all students in the classroom to achieve high standards of learning

Goal: To demonstrate that in your classroom you support all students regardless of ability

Potential Artifacts:

- a. Extension/Enrichment Activities
- b. Review/Reinforcement Activities
- c. Modifications/Differentiations for Special Needs
- d. Flexible Grouping Plans
- e. Completed student work samples (with evidence of individually specific teacher feedback)
- f. Photos of you interacting with students
- g. Descriptions of curricular modifications you’ve tried and their outcomes
- h. Reflection on the role you played in an IEP meeting
- i. Letter from parents thanking you for the extra time you put into modifying an assessment for their child with learning disabilities
- j. Examples of how you make curriculum more challenging for students with gifted abilities
- k. Examples of how you modify assessments for students with special learning needs

**Category 2:** Accomplished classroom instruction, which shall include data providing evidence of two years of student growth and learning within the last five years

Goal: Demonstrate exemplary teaching as demonstrated by data and student growth

Potential Artifacts:

- a. Standardized Test Scores: ISAT, Iowa Assessments (ITBS, ITED), ACT, STAR Early Literacy, STAR Reading, STAR Math, Measures of Academic Progress (MAP), DIBELS, DRA, Cognitive Abilities
- b. Other Possibilities: Presidential Physical Fitness, Body Mass Index (BMI), running records
- c. Note: Even if you don’t teach reading and math, you could include classroom, grade level, or school data if you can demonstrate how your teaching impacted those scores (Example: An elementary art teacher may be responsible for teaching “essential vocabulary” identified to support vocabulary development which supports reading achievement.)

**Category 3:** Significant leadership roles in the school (e.g. curriculum development, discipline, team teaching, mentoring)

Goals:

1. Provide evidence of the leadership roles held
2. Describe the impact you have had on your classroom, school, district or constituents served

Potential Artifacts:

- a. List of school and/or district committees served including dates of service and any responsibilities
- b. List of professional organizations
- c. List of community projects
- d. List of professional books read in the last five years
- e. List of professional journals read regularly
- f. Evidence of Team/Grade Level leadership responsibilities (Group Planning Notes)
- g. Evidence of course work, conferences, workshops, presentations, and/or meetings that demonstrate leadership
- h. Evidence of collaborative planning
- i. Evidence of peer classroom observations
- j. Served on a committee that aligned local content standards with state standards
- k. Served on a committee to develop, validate or evaluate content assessments
- l. Participation at local, regional, or state professional development seminars or workshops
- m. Completion of the portfolio assessment for National Board Certification
- n. Served as a content presenter at an educational conference
- o. Professional development records/agendas/classroom implementation plans

**Category 4:** Strong oral and written communication skills

Goal: Demonstrate your communication skills

Potential Artifacts:

- a. Record of communications with colleagues, parents, students (notes, letters, home calls, surveys, forms, emails etc.)
- b. Written documents (e.g. articles, curriculum documents, memos)
- c. Letter to parents introducing yourself as student teacher
- d. Copies of minutes from team meetings showing your participation
- e. Copies of group projects you've completed, demonstrating your ability to work in a group
- f. Certificates of your technological abilities, including: word processing, PowerPoint, the internet, database, web page with hyper links
- g. Address of your web site with hard copies of documents included there
- h. A video (one minute or less) of you presenting a lesson to a class
- i. PowerPoint presentation of your philosophy of teaching
- j. Research projects/papers/publications

**Category 5:** Analytic abilities needed to collect and analyze data for student improvement

Goal: Demonstrate that you can collect and analyze data

Potential Artifacts:

- a. Spreadsheets that collect student achievement data (classroom level or school level)
- b. Documents that outline/summarize the student achievement data
- c. Charts/graphs of student achievement data
- d. Copies of established informal assessment charts you've used, citing authors
- e. Copies of informal assessments you've created, including your rationale
- f. Copies of objective tests you've created
- g. Skill inventories you've used or would like to use
- h. Learning modality inventories you've learned how to use
- i. Case studies of students' growth over time

**Category 6:** Demonstrated respect for family and community

Goal: Demonstrate your work with your students' families and the community

Potential Artifacts:

- a. Record of parent communication (notes, letters, home calls, surveys, forms, emails, etc.)
- b. Documented contact with community resources (e.g. museums, service organizations)
- c. Parent/teacher conference participation and documentation
- d. Classroom newsletters
- e. Feedback from parents
- f. Record of parent contacts
- g. Certificates of participation in community events
- h. Articles about your volunteer work with nonprofit groups
- i. Documentation of the help you provided to coordinate a community volunteer drive for your local public school system
- j. Your written thoughts on a legislative session you attended in your state's capital when they discussed education issues
- k. Letters from your local legislators thanking you for meeting with them to discuss education issues
- l. Minutes from the school board meeting at which you made a presentation
- m. Letters from a parent/teacher organization thanking you for your help
- n. Letters you've written to local businesses suggesting ways that they can participate to help improve public education in your town
- o. Involvement in community organizations (e.g. Lions, Kiwanis, United Way, Elks)

**Category 7:** Strong interpersonal skills

Goal: Demonstrate your interpersonal skills

Potential Artifacts:

- a. Testimonials from supervisors/colleagues/students
- b. Parent/staff communications (notes, letters, home calls, emails) that demonstrate your interpersonal skills
- c. Feedback from parents
- d. Articles from the newspaper about you and your interpersonal skills

**Category 8:** Knowledge of curriculum and instructional practices

Goal: Demonstrate your knowledge of curriculum and instruction

Potential Artifacts:

- a. Units of Study/Thematic Units
- b. Literature/Book Lists
- c. Instructional Sequence (samples from whole lesson sequence-planning through culmination)
- d. Homework Assignments and Guides
- e. Technology Links (multimedia, laser disc, internet, etc.)
- f. Curriculum Integration Efforts
- g. Implementation data, evidence of classroom application of the skills learned in professional development
- h. Completed analysis of student achievement data used for instructional planning
- i. Lesson/Unit Plans
- j. Curriculum maps implemented by you in your classroom, at your grade level, or in your content area
- k. Classroom assessment Plan
- l. Classroom grading guidelines or grading plan
- m. Discipline Plan
- n. Classroom assessments

**Other Potential Artifacts** (These are appropriate to many of the above categories):

- a. Teacher Feedback Questionnaire data [Results and your reflections on it]
- b. Links to websites relevant to your purpose, e.g. your course site
- c. Organizing events, field study trips [Copies of programs, correspondence with agents involved, letter of invitation, memos etc.]
- d. Conference presentations
- e. Video of classroom teaching
- f. Class observation reports
- g. Goals (Short- & long-term) [Think about the important results you should accomplish as a teacher and record these as goal statements]
- h. Plans for professional development [Short- & long-term plans for professional development]
- i. Description of workshops attended
- j. Special skills/knowledge [Technology skills, language skills, etc]
- k. Teaching materials you have authored [Rubrics or assessment instruments you have developed/selected to guide and measure student performance]
- l. Awards/Certificates/Grants
- m. Action research [Research you have done about ways to improve classroom instruction, student learning, and your own practices]

## **A Bit More about Your Portfolio**

Remember that your portfolio will represent you as a professional and a future school leader (a.k.a. principal). You will want to ensure that the first impression it makes is a good one. Therefore, carefully consider everything that you choose to include. Listed below are some guidelines to follow as you begin to put your portfolio together.

- a. Did I use correct spelling and standard English in all written artifacts?
- b. Are my documents clear, legible, and meaningful?
- c. Have I selected different ways to represent my experiences and competencies such as charts, photographs, student work, and my own original materials?
- d. Are all of my artifacts relevant and directly related to the standard(s)?
- e. Are all of my artifacts accompanied by captions/explanations, and reflections?
- f. Does each category have a reflection?
- g. Do my artifacts show significant evidence to support student learning and/or the results of my instruction?
- h. Do my artifacts show my potential to be a school leader?
- i. Do my reflections provide evidence of my ability to think critically, problem solve, make decisions, relate theory to practice, learn from experience, and grow professionally?

## Resources Used:

Prompts, Required Components and Scoring Rubrics for the Professional Portfolio for Candidates & Beginning Teachers. Retrieved from [www.suu.edu/ed/peu/aa/archives/portfolio.../portfolioprompt.pdf](http://www.suu.edu/ed/peu/aa/archives/portfolio.../portfolioprompt.pdf)

Portfolio Artifact Ideas. Retrieved from [www.ehow.com](http://www.ehow.com) › [Education](#)

Possible artifacts to add to a teaching portfolio. Retrieved from <https://sites.google.com/site/cityueportfolio/smart-tips-in-teaching-portfolio-template/possible-artifacts-to-add-to-a-teaching-portfolio>

The Professional Portfolio. Retrieved from [www.scholastic.com/teachers/article/professional-portfolio](http://www.scholastic.com/teachers/article/professional-portfolio)

Iowa Department of Education.

Recommended Artifacts for Portfolios. Retrieved from [my.ilstu.edu/~eostewa/ArtStudentTeachers/TeachingPortfolio.doc](http://my.ilstu.edu/~eostewa/ArtStudentTeachers/TeachingPortfolio.doc)