



Portfolio Entries

Identify each entry, either on the entry itself or on a slip of paper attached to the entry. Include:

- **Date**
- **Site**
- **Source (i.e. student work, classroom observation form)**
- **Reason for inclusion**
- **Reflective statement on the entry (if the entry isn't, itself, a reflection)**



OVERVIEW: RESOURCE TEACHER PORTFOLIO

The **RESOURCE TEACHER PORTFOLIO** documents personal and professional aspects of your development as a resource teacher. Because your teaching experiences will change throughout the project, frequently update your portfolio in order to keep current with your progress, and to give yourself a regular opportunity to reflect on your teaching.

Characteristics of effective portfolios:

An effective portfolio should be well documented and organized. The American Association for Higher Education (AAHE) suggests that a teaching portfolio should be structured, representative, and selective.

Structured

A structured portfolio should be organized, complete, and creative in its presentation. Some questions for you to think about might be: Is my portfolio neat? Are the contents displayed in an organized fashion? Are the contents representative of my work as a Resource Teacher?

Representative

A portfolio should also be comprehensive. The documentation should represent the scope of your work across time.

Selective

The natural tendency is to want to document everything. However, conciseness and selectivity are key to appropriately documenting your work.

Functions of your portfolio:

- It provides summary data on your teaching in a simple, readable format.
- It is focused on quality, not quantity.
- It is organized and its various sections relate to each other.
- It is an ever-changing, living document.
- It allows for self-reflection.

The process of creating one is generally much more important and meaningful than the end product.



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References

Edgerton, R., Hutchings, P., & Quinlan, K. (1991). *The teaching portfolio: Capturing the scholarship of teaching*. Washington, DC: American Association for Higher Education.

Kaplan, M. (1998). The teaching portfolio. *CRLT Occasional Paper No. 11*, 1-8.

Lang, J.& Bain, K. (1997). Recasting the teaching portfolio. *The Teaching Professor*, 11(10), 1.

Seldin, P. (1997). *The Teaching Portfolio* (2nd ed.). Bolton, MA: Anker Publishing, Inc.



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SUBSEQUENT PORTFOLIO ACROSTIC

Date: _____

On the lines provided, write a word, phrase or sentence that begins with that letter and relates in some way to the keeping of a Literacy Resource Teacher Portfolio.

P _____

O _____

R _____

T _____

F _____

O _____

L _____

I _____

O _____



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