



## **Electronic Portfolio and Presentation for Agricultural Education**

All STs must complete a portfolio. Please refer to guidelines for developing an electronic portfolio and presentation as well as the Electronic Portfolio Evaluation form.

### **GUIDELINES FOR DEVELOPING AN ELECTRONIC PORTFOLIO**

Your electronic teaching portfolio provides a way to present yourself as a thoughtful, competent professional and documents your growth in teaching. It should include carefully selected evidence of your performance as a Student Teacher and of your ability to analyze your teaching.

The size of the portfolio is not as important as the content. A portfolio is not just a collection of products. Although you may choose certain products as examples, it is the way you analyze and present yourself that is critical. The portfolio should be a clear, concise, understandable, and an effective portrayal of yourself as a beginning teacher. The rating scale is located on the Electronic Portfolio evaluation form.

**Your portfolio and presentation will count as a major piece (18 points) of your final grade. Therefore, the quality of your portfolio/presentation can have a significant impact on your final grade for student teaching.** Turn your portfolio in to your US on the assigned date. **Points will be deducted from your final score for the portfolio/portfolio presentation assignment for each day the assignment is turned in after the due date established by the university supervisor.**

1) Create a cover page that is unique and professional. Begin with an introductory section that includes your teaching schedule and 14-week plan and/or curriculum map.

Next include a copy of your **resume** and **your philosophy of education** (1-3 pages).

Your philosophy of education must include how you will incorporate multicultural education and diversity into your curriculum and how you will promote cultural sensitivity, inclusiveness and equity into your classroom activities. Update what you drafted in AGED 4006 in the spring.

2) Provide a **narrative summary with reflection** for each ADEPT Performance Standard justifying how you have met the standard and give evidence of reflection and self-evaluation (1 or 2 pages for each standard). This narrative summary must include a **reflection statement** for each artifact. The reflection statement should cover an evaluation of the artifact and the experience that it documents. Consider what you learned from the experience and how you might do things differently in the future. Address how the experience contributed to your development as a professional educator, consider what steps you might need to take for future growth. Use the reflection prompts below for each standard to assist in developing the narrative.

- 3) Select **one artifact** for each standard that **best represents your growth and competency** in that area. Deciding what items of evidence to use and how to present them throughout the various sections of your portfolio will be a challenge. In fact, throughout the semester, an important activity for you will be to refine your techniques of describing, portraying, and presenting what you are doing successfully and analytically as an aspiring professional teacher. As you work with your CT and US, you should seek feedback on your presentation of evidence of your success as a Student Teacher.
- 4) In another section, include your experience plan and the artifacts you selected to highlight those experiences throughout the semester.
- 5) There is no prescribed format for organizing your electronic portfolio. However it is your responsibility for arranging all of the required content (philosophy of teaching, resume, reflections and artifacts for APS 1-10) in a manner that is easily accessible to your US.
- 6) **Please remember that you will be assessed a five point penalty for each day your portfolio is submitted after the due date.**
- 7) Prepare a 20 to 30 minute **oral/electronic presentation** of yourself as a developing professional teacher. Schedule a presentation during the last weeks of student teaching with your US. The presentation will be made to a panel of professionals, which may include your CT, US, principal, teachers at your school, a fellow student teacher, etc. This is not just an exercise in presenting each ADEPT APS, it should be an analytical and reflective journey through your semester of becoming a teacher.
- 8) You are highly encouraged to work on your portfolio and presentation throughout the 14-week student teacher experience and especially during the final three weeks while you are decreasing your teaching load.
- 9) In addition to your portfolio, you are encouraged to maintain notebooks for each Unit of Instruction that you teach throughout the 14-week student teaching experience. Your US will want to review your

### **REFLECTION PROMPTS FOR PORTFOLIO**

In your reflections for your portfolio, make sure that you address all or nearly all of the questions listed below. The evidence you provide must support your responses.

#### **Performance Standard 1: Long-Range Planning**

- How well does your long-range plan capture the big ideas of the course?
- Have you included meaningful affective goals for the course?
- To what degree have you developed a plan for managing behavior?
- How well have you planned for non-instructional routines?

#### **Performance Standard 2: Short-Range Planning of Instruction**

- To what extent have your plans been designed to improve students' process standards?
- To what extent have your plans used the process standards to help students understand important ideas?
- To what extent have your plans incorporated technology as a learning tool?
- How successful have you been at planning lessons that capture students' interest?

### **Performance Standard 3: Planning Assessments and Using Data**

- To what degree have your assessments been aligned with your instruction and your goals?
- How have you used strategies other than quizzes and tests to provide authentic assessment of student achievement?
- How successful have you been at providing meaningful feedback to students?
- How successful have you been at maintaining accurate records?

### **Performance Standard 4: Establishing and Maintaining High Expectations for Learners**

- Did you set and maintain high expectations for everyone?
- Did students understand what they were supposed to learn?
- Did you have high expectations for everyone, both cognitively and affectively?

### **Performance Standard 5: Using Instructional Strategies to Facilitate Learning**

- Did you use instructional strategies that were appropriate for the objectives?
- Did you build toward, rather than from, abstract ideas?
- Did you use strategies that actively engaged students?
- Did you use strategies that promoted the process standards?
- Did you use a variety of strategies?

### **Performance Standard 6: Providing Content for Learners**

- How accurate were you in teaching content?
- How well did you pace the course? Did you emphasize breadth over depth or depth over breadth?
- Did you emphasize big ideas?
- Were skills taught with understanding?
- Did students see the purpose for the skills they were learning?

### **Performance Standard 7: Monitoring, Assessing, and Enhancing Student Learning**

- How effective was the feedback you provided to students in helping them learn?
- Did you summarize frequently and emphasize big ideas?
- Did you extend or enrich the learning for every student?

### **Performance Standard 8: Maintaining an Environment that Promotes Learning**

- How engaging and interesting was the environment in your classroom?
- Did students feel free to take risks and make mistakes?
- Did the environment promote cooperation and respect?
- Did students accept responsibility for their own learning?

### **Performance Standard 9: Managing the Classroom**

- Did you have an effective management plan?
- Did you enforce your rules fairly and consistently?
- Did you manage time effectively, including transitions between activities?

### **Performance Standard 10: Fulfilling Professional Responsibilities**

- Comment on the goals you created for Professionalism and how you met these goals.

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Student Name	Date
Cooperating Teacher	School
University Supervisor	Semester
Evaluator	

**TEACHER EDUCATION PROGRAM  
ELECTRONIC PORTFOLIO EVALUATION**

1
2
3  
Unsatisfactory      Needs Improvement      Proficient

Please place an **X** in the box next to the student's score. The student can earn a maximum of 18 points on the portfolio assignment. Points will be added to the final summary evaluation form to calculate the student teacher's final grade.

**Artifact Representation of ADEPT Standards (all items weighted X 1, maximum score 3 points)**

<b>1</b>	Items not included for all standards or items chosen to support standards were inappropriate, or were one dimensional; with little or no evidence of creativity.
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<b>2</b>	Items chosen to support standards were adequate. Most items selected were appropriate with evidence of creativity.
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<b>3</b>	Items chosen to support standards were appropriate and reflected uniqueness and creativity.
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Evaluator Comments:	
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**Portfolio Organization and Writing Quality (all items weighted X 1, maximum score 3 points)**

1	Overall portfolio material poorly organized, numerous errors in grammar and spelling.
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2	Portfolio showed continuity and organization. Errors, if present, are few and do not detract from the reader's overall impression of the portfolio or the content of writing and reflective thought.
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3	Portfolio showed excellent continuity and organization, exactness, and clarity of thought with evidence of originality and creativity. No errors were present.
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Evaluator Comments:

**Evidence of Reflection and Self- Evaluation: Written Portfolio (all items weighted X 2, maximum score 6 points)**

1	Very little or no evidence of reflection and self-evaluation was present on the standards and/or revealed little or no awareness of integration among standards; awareness of present development as a professional educator was limited; and no awareness of needs for future personal growth.
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2	Evidence of reflection and self-evaluation was adequate on all or most standards and revealed adequate awareness of integration among standards; awareness of present development as a professional educator; and awareness of needs for future personal growth.
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3	Evidence of reflection and self-evaluation was present on all standards and revealed an excellent awareness of integration among standards; awareness of present development as a professional educator; and awareness of needs for future personal growth.
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Evaluator Comments:

**Evidence of Reflection and Self- Evaluation: Oral/Electronic Presentation and Panel Questions (all items weighted X 2, maximum score 6 points)**

<b>1</b>	Very little or no evidence of reflection and self-evaluation was present on the standards and/or revealed little or no awareness of integration among standards; awareness of present development as a professional educator was limited; and no awareness of needs for future personal growth.
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<b>2</b>	Evidence of reflection and self-evaluation was adequate on all or most standards and revealed adequate awareness of integration among standards; awareness of present development as a professional educator; and awareness of needs for future personal growth.
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<b>3</b>	Evidence of reflection and self-evaluation was present on all standards and revealed an excellent awareness of integration among standards; awareness of present development as a professional educator; and awareness of needs for future personal growth.
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Evaluator Comments:
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**Total Points Earned:** \_\_\_\_\_

EVALUATOR

DATE