Classroom Portfolios as a Strategy for Professional Development

2013 Annual Conference & Expo
Washington, DC

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**Session Goals**

- Identify connections between professional development, portfolios, and Developmentally Appropriate Practice (DAP)
- Explore a strength-based approach to creating portfolios
Review of Classroom Portfolios

- Created during Self-Assessment
- Include written & photographic evidence
- Demonstrate how quality is met and maintained over time
- Authentic to a specific group(s) of children
- Assessed during Site Visit
- Maintained over time

What is Professional Development?
Continuum of learning and support opportunities that lead to:

- Knowledge
- Skills
- Practices
- Dispositions (attitudes)
To be an excellent teacher means...

- Being intentional
- Creating a caring community of learners
- Teaching to enhance development and learning
To be an excellent teacher means...

- Planning curriculum to achieve important goals
- Assessing children’s development and learning
- Establishing reciprocal relationships with families

Creating a Caring Community of Learners

Topic Areas addressed in the Classroom Portfolio:

**Standard 1 – Relationships:**

1.A Building Positive Relationships among Teachers and Families
1.C Helping Children Make Friends
1.D Creating a Predictable, Consistent, and Harmonious Classroom
Creating a Caring Community of Learners

Topic Areas addressed in the Classroom Portfolio:

**Standard 3 – Teaching:**

3.B  Creating Caring Communities of Learning
3.E  Responding to Children’s Interests and Needs
3.F  Making Learning Meaningful for All Children

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**Excellent teachers know…**

- It’s both *what* you teach and *how* you teach
- It’s both *teacher-guided* and *child-guided* experiences
- It’s both *joy* and *learning*
Excellent teachers show...

What is a strength-based approach to creating portfolios?
Creating Classroom Portfolios

• Pick your favorite activity, theme, or project
• Pull together all the documentation you have for the identified activity
  – Curriculum web or plan
  – Children’s work
  – Photographs
  – Communications with parents

Reflection Activity

What else should I include in my Portfolio?
Reflection Activity

• What do you do to plan for the activity?
• How does this activity address children’s development?
• How do you know what children have learned or gained from the activity?

Reflection Activity

• How do you introduce the activity to the children?
• How do you incorporate the children’s ideas?
• How do you inform the parents and elicit their input?
• How do you extend the activity?
Lesson, Project, Theme, or Unit

2.J Creative Expression & Arts
- Varied opportunities to develop and widen skills that support artistic expression

2.D Language Development
- Develop vocabulary through conversations, experiences, field trips & books

3.E Responding to Children’s Needs
- Teachers scaffold learning by modifying schedule, intentionally arranging equipment & being available

Classroom Portfolio Sample

Wild Wetlands
Child Development Center

Trusty Turtles Sample CP
### Pizza Theme Unit – Planned for May 2 – May 13.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:45</td>
<td>Praise Song</td>
</tr>
<tr>
<td>9:00-9:15</td>
<td>Large Group, Calendar, Planning Songs, Introduce Center Activities</td>
</tr>
<tr>
<td>9:15-9:30</td>
<td>Story Time</td>
</tr>
<tr>
<td>9:30-9:45</td>
<td>Snack</td>
</tr>
<tr>
<td>9:45-10:15</td>
<td>Large Group, Calendar, Planning Songs, Introduce Center Activities</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Clean up</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Small Group (B) 10:45 Pizza Pizza 1:15</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Packed Lunch, Weekly Review, Goodies Song</td>
</tr>
</tbody>
</table>

#### Field Trip to Peter’s Pizza

- **Date:** Monday, May 9
- **Time:** 10:00 AM to 12:00 PM
- **Location:** Peter’s Pizza
- **Cost:** $10.00 per child

Additional Information:
- Please return the portion of the Field trip permission form to the Early Learning, Sarah Tegley.
- Please return permission slips to your child’s teacher by May 5, 2021.

### Field Trip Permission Form

- **Name:**
- **Parent/Guardian’s Signature:**
- **Date:**

Parents are welcome and encouraged to participate in field trip activities.

*Signatures of parents are required on all forms. If you have any questions, please feel free to call. Please indicate your willingness to assist.

**Permission Signature:**

I give my child permission to participate in the field trip to Peter’s Pizza on May 9, 2021. In the event of an emergency, please contact:

- **Name:**
- **Phone Number:**

My child has no special dietary or medical needs.
These children are recalling the book “Veggies on My Pizza A to Z”

2.E.04 h
2.E.07 a
3.D.10 b

2.J.05: Opportunities to develop and widen repertoire of skills supporting artistic expression (cutting, gluing, etc)
2.J.06 d: two- and three dimensional art
3.D.10 b

3.E.08 a, d: Tailor learning opportunities based on knowledge of child’s social interactions and skills

3.E.04: Use knowledge of individual children to modify strategies and materials
Evaluate

• Review evidence and add criteria labels
• Does the criterion specify “many” or “several”? If so, does the evidence show *more than one* example?
• Add descriptions of how evidence meets criteria

Map Your Evidence to Criteria

• Go from the whole to the part
• Identify individual pieces of evidence based on the full set of evidence
Find the Missing Pieces

Maintaining Portfolios

- Maintain a “living” portfolio
- Determine frequency of updates
  - One to two staff meeting per year
  - In-service day
- Identify who will review
  - Individual
  - Staff teams
- Integrate into performance reviews
What is current evidence?

A practice that has taken place within 12 months of your program’s Candidacy or Renewal Materials due date.

Optional Resources

Print CP criteria labels from TORCH

<table>
<thead>
<tr>
<th>Standard 1: Relationships</th>
<th>Topic Area 1. A. Building Positive Relationships Among Teachers and Families</th>
<th>1.A.01 Teachers work in partnership with families, establishing and maintaining regular, ongoing, two-way communication.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.A.03.a Teachers communicate with family members on an ongoing basis to learn about children’s individual needs.</td>
<td>1.A.03.b Teachers communicate with family members on an ongoing basis to ensure a smooth transition between home and program.</td>
<td></td>
</tr>
<tr>
<td>1.A.05 Teachers share information with family about classroom routine, expectations and routines not only at enrollment but also as needed throughout the year.</td>
<td>Topic Area 1. C. Helping Children Make Friends</td>
<td>1.C.03.a Teachers staff support children as they practice social skills and build friendships by helping them enter into play.</td>
</tr>
</tbody>
</table>
Optional Resources

Build electronic portfolios using:
– SchoolChapters
  • [www.schoolchapters.com](http://www.schoolchapters.com)

Take Aways

• Constructing classroom portfolios connects practice and research-based quality standards
• Classroom portfolios support teachers’ implementation of DAP
• Constructing a classroom portfolio is a professional development activity
**Take Aways**

- Link professional development to the big picture
- Provide a platform to celebrate specific accomplishments
- Integrate professional development into existing requirements

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**We’re here to help...**

- **Information Center**
  1-800-424-2460, option 3, option 1
  accreditation.information@naeyc.org
- **Website**
  www.naeyc.org/academy
- **TORCH**
  www.naeyc.org/torch

- Conference sessions, seminars, & webinars
- e-Updates
- Affiliates and Accreditation Facilitation Projects (AFPs)