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PORTFOLIO OF PROFESSIONAL PRACTICE (PoPP)

FOR TEACHERS

LTD PROGRAM

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University of Massachusetts - Amherst

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INTRODUCTION TO MY PORTFOLIO OF PROFESSIONAL PRACTICE (PoPP)

Teacher PoPP	As a teacher in grades 5-10, I will create an individualized PoPP to help me improve upon my teaching, classroom management, and content based instruction.

What is my Portfolio of Professional Practice (PoPP)?

Portfolios of Professional Practice (PoPP):
The portfolio is a careful and thoughtful compilation of documents that I create to highlight my teaching philosophy, methodologies and goals as well as my experiences, expertise and growth. The data that I collect about my teaching through Action Research will be housed in my PoPP. The PoPP becomes the receptacle for collecting evidence about and reflecting on changes in my teaching over time.

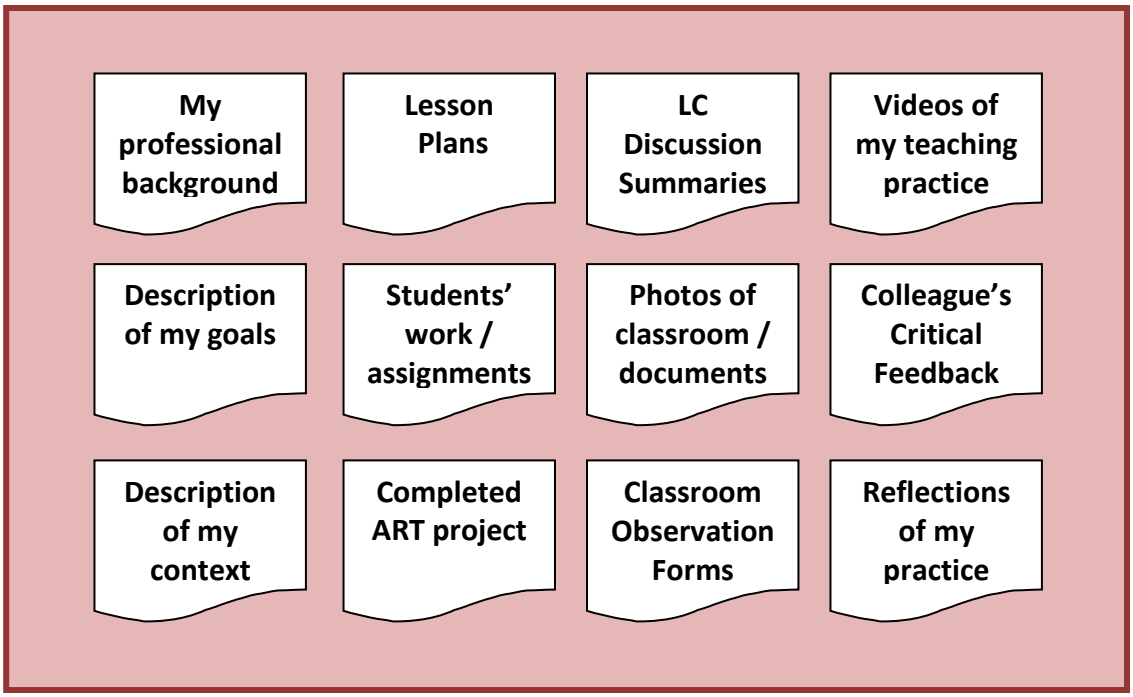
Why should I create my PoPP?

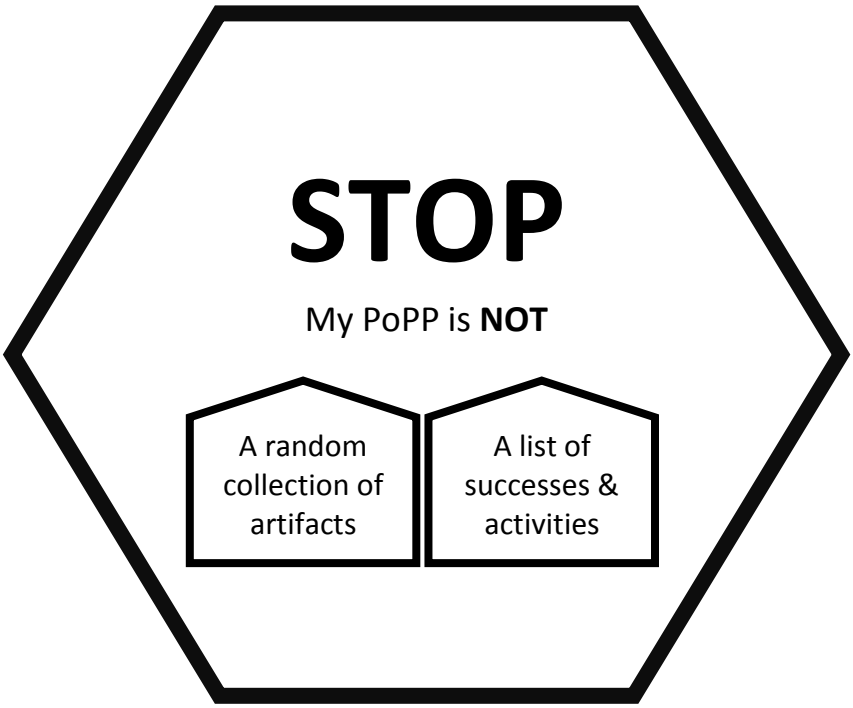
A PoPP is a collection of work that highlights and demonstrates my knowledge and skills as a teacher (instruction, classroom management, content, and more). The rationale for creating my PoPP is to:
✓ Provide opportunities to set concrete goals for my practice as a teacher;
✓ Plan and articulate specific strategies to attain my teaching practice goals;
✓ Serve as a learning instrument and provide structure by which to gather data;
✓ Reflect upon data and guide improvements in my teaching practice;
✓ Offer the opportunity to critique my work and evaluate the effectiveness of my teaching practice;
✓ Capture the complexities of my teaching practice;
✓ Create collegial interactions based on documented teaching practice accounts;
✓ Document individual growth, excellence and talents of teaching practice.
***** IN SUM, HELP ME IMPROVE UPON MY TEACHING AND DOCUMENT THIS IMPROVEMENT *****

CREATING & MAINTAINING MY PoPP

What can I put into my PoPP?

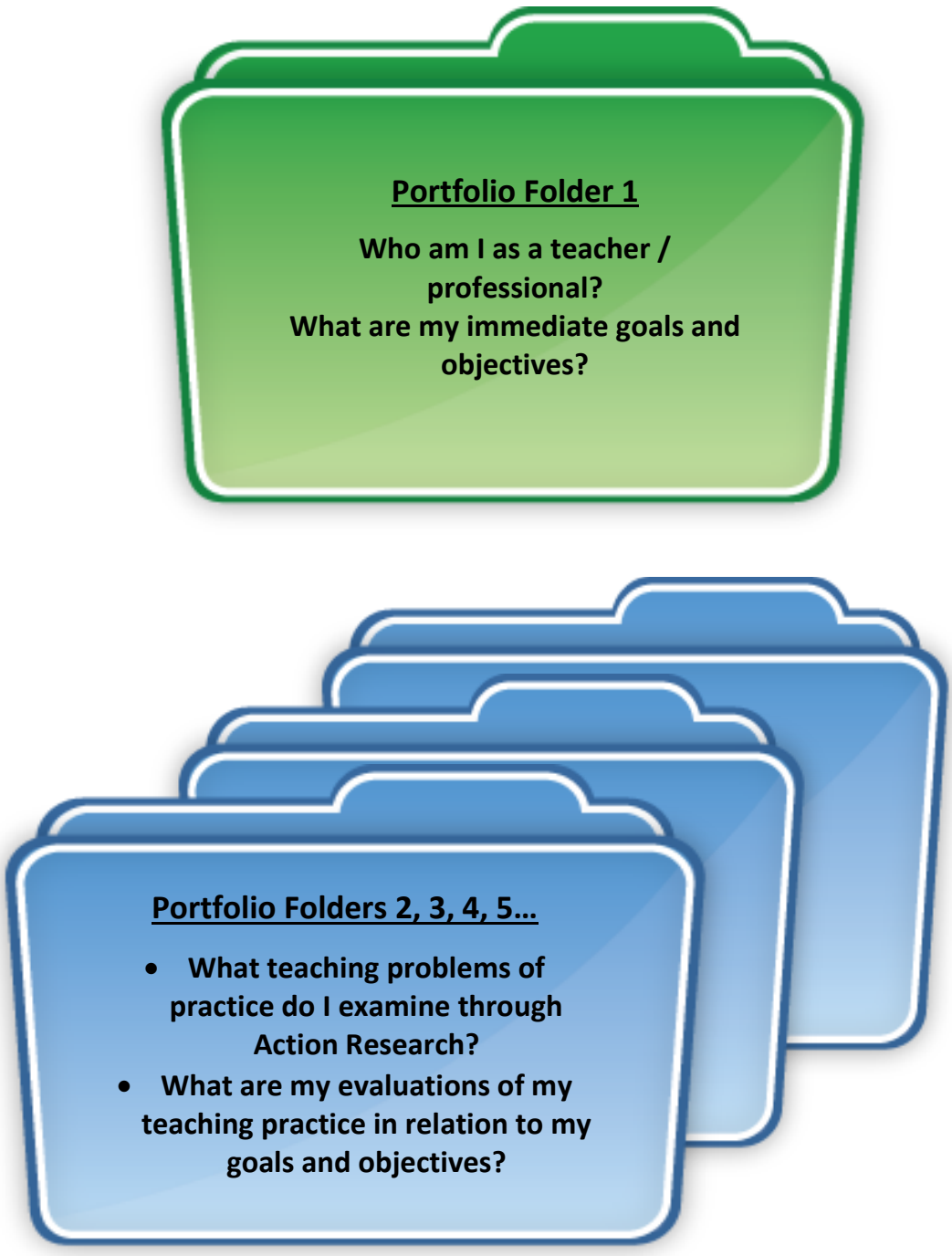
The PoPP is a documentation receptacle into which I can **carefully** and **purposefully** organize and store data about planning, performance, and results. My PoPP may contain many different types of documents:





What does my PoPP look like?

The PoPP can take the form of organized files in a filing container or folders on your computer, a three ring binder with pages added throughout the process, or an online e-portfolio website. The PoPP is a structured receptacle that is organized into multiple folders:



PoPP PROTOCOL

The following protocol outlines the steps for creating and maintaining the different folders of my teaching PoPP.

FOLDER 1:
WHO I AM AS A TEACHER / PROFESSIONAL AND WHAT ARE MY GOALS AND OBJECTIVES?

Teaching / Professional Background:
First, I describe in detail my professional teaching background:

- What is my professional background and where does teaching fit in?
- What is important to note about my professional context as a teacher? What does my context look like (class, school, community, etc.)?
- How would I describe my context? My colleagues / students?

My professional background statement begins with an overview of my professional background. I also discuss my context, especially important elements that impact my work as a teacher on a daily basis. I describe the setting and the people I interact with. I include other relevant information and experiences that influences my work as a teacher.

Teaching Philosophy & Methods:
Second, I describe in detail my teaching philosophy:

- Why do I teach?
- What other background information on teaching and learning is important to me?
- What are my assumptions and beliefs about teaching?
- How do my teaching methods reflect my beliefs about teaching and learning?

This is my personal statement of why I teach and my assumptions and beliefs about teaching. This is followed by a list of my instructional methods, a brief explanation of each method, and a justification of how it implements my philosophy (my beliefs and assumptions).

Immediate Goals and Objectives:
Third, I describe my immediate learning goals and objectives:

- What are specific aspects of my teaching practice (content, pedagogy, management, etc.) that I can improve upon?
- What are concrete examples that demonstrate a need for improvement?
- What immediate learning goals are realistic for me to achieve?

I outline my goals for my teaching / professional l improvement with accompanying objectives which are Specific, Measureable, Attainable, Relevant and Time-bound (SMART). I also provide a rationale for these objectives.

FOLDERS 2, 3, 4: ACTION RESEARCH
WHAT ARE MY TEAHING PROBLEMS OF PRACTICE?

Action Research Inquiry Cycle Project:
For three teaching problems of practice that I examine using the Action Research Inquiry Cycle, I will fill out the AR Tools:

1) State my teaching problem of practice and my learning objectives;
2) Articulate my plan of action and data collection strategies;
3) Take action and collect data;
4) Document the process, assess, and evaluate my teaching problem of practice;
5) Reflect upon and document what I learned through the AR cycle;
6) State next steps for future action.

Here I will need to refer to the Action Research Tool, especially the step-by-step checklist that will help me problematize, identify, take action and reflect upon a concrete teaching problem of practice. These problems should be reflected in the overarching learning goals for the PoPP.

Attach Relevant Data and Evidence
I will insert the relevant artifacts from my data collection. I will organize the artifacts with written explanations:

Artifact Description Ticket
Date:
Name of Artifact:
Description of Artifact:

I should affix an artifact ticket to each piece of evidence that I put in my PoPP.

This evidence can include:

- Syllabi;
- Lesson plans;
- Photos/Examples of instructional materials;
- Videos of lessons;
- Completed observation protocols / supervisory evaluations;
- Examples of students' notes, work and/or test scores;
- Other evidence, as relevant and available.

Do I have too much evidence? If my evidence artifacts are large, I don't have to put all of them in. I can attach small excerpts that demonstrate the important findings from my AR project.

FOLDER 5: FORMATIVE EVALUATION
WHAT ARE MY EVALUATIONS OF MY TEACHING PRACTICE IN RELATION TO MY GOALS AND AR PROJECTS?

After three problems of practice AR cycles, I conduct a formative evaluation of my progress of my teaching problems of practice. In this section of my portfolio, I:

- Look across my AR activities to identify recurring themes found in the teaching problems of practice that I have conducted. I analyze these trends and reflect upon how I am attaining my learning objectives as well as areas in which I need to continue improving;
- Create a map (text or visual) of how I am achieving my overarching goals;
- Share and discuss the map with my Learning Circle and critical friends

This formative evaluation should be attached to three AR projects that I have conducted. This creates a portfolio set. By the end of the school year, I should have multiple portfolio sets.

I am encouraged to share my portfolio throughout the process. This continuous dialogue is designed to provide a rich context in which to experience the multifaceted nature of teaching and practice. This is a foundation exercise for active learning and experiential learning.

PoPP EVALUATION

Why is evaluating my PoPP important?

The PoPP is a systematic collection of evidence that I can use to evaluate my professional growth as a teacher. The PoPP is a tool that allows professionals to demonstrate progress within a formative and flexible format. It allows teaching professionals, like myself, to document the development of specific skills and provides evidence of context-specific change over time. PoPP evaluation is formative and allows for ongoing descriptive accounts that offer me, the teaching professional, with further insights into how I can improve my practice, learn experientially and apply active learning principles.

What are the evaluation rubrics of my PoPP?

In order to gauge how I am progressing, there are specific components that should be in the PoPP. These components are explained above in the PoPP Protocol (and are reviewed below); they also include a 'general' component.

	COMPONENT
FOLDER 1	Teaching / Professional Background Information
	Professional Context Information
	Rationale for Teaching (Why I teach)
	Teaching & Learning Goals
	Philosophy of Teaching
	Teaching Methods and Connection to Philosophy
	Areas for Improvement with Examples
	Immediate Learning Objectives
FOLDERS 2, 3, 4	State the problem of practice and my learning objectives (for each AR project)
	Articulate my plan of action including concrete teaching and learning activities (for each AR project)
	Articulate approaches to data collection (for each AR project)
	Take action and collect data (for each AR project)
	Document the process (for each AR project)
	Assess and evaluate the intervention (for each AR project)
	Reflect upon and document what I learned through the AR cycle (for each AR project)
	State next steps for future action
FOLDER 5	Conduct a formative evaluation of AR projects and professional improvement (after three AR projects)
GENERAL	Organization
	PoPP Learning Goal Narrative
	AR Projects

The extent to which my PoPP provides detailed, useful information will fall into one of three categories:

EXEMPLARY	SATISFACTORY	APPROACHING
This is an ideal PoPP. It clearly, specifically, and systematically responds to all components of the PoPP protocol.	This is a PoPP that attempts to respond to many components of the PoPP protocol.	This is a PoPP that does not adequately respond to components of the PoPP protocol.
It tells a complete story of where the teacher is in relation to his/her goals and objectives and indicates where s/he needs to develop.	It tells a story, though at times not always complete and thorough, of where the teacher is in relations to his/her goals and objectives and attempts to map out where s/he needs to develop.	It does not tell a complete story about where the teacher is in relation to his/her practice nor does it outline where s/he needs to develop.
With specific and labeled evidence along with thoughtful reflections, it describes the journey s/he is taking towards continuous professional improvement.	It generally highlights some elements of the journey s/he is taking towards continuous improvement.	Evidence is often missing, and the learning journey is not cohesive or clear.

On the next page, there are more detailed rubrics (per component). I can use this as guide during the creation of my PoPP.

PoPP EVALUATION RUBRICS

	COMPONENT	EXEMPLARY (3)	SATISFACTORY (2)	APPROACHING (1)
FOLDER 1	Teaching / Professional Background Information	Professional / Teaching background is organized into a narrative with a coherent structure that tells the story of the professional / teaching history.	Professional / Teaching background is generally organized, but needs more details.	Professional / Teaching background is a disorganized collection of different experiences with no coherent structure and narrative.
	Professional Context Information	Professional context is clearly described with specific examples that highlight how it shapes professional teaching practice.	Professional context is generally clear, but there is little analysis about how it impacts teaching practice.	Professional context is not clear and/or absent, and there is no analysis.
	Rationale for Teaching (Why I teach)	The reasons for teaching are clear and linked to professional identity.	Generally, the reasons for teaching are clear but more details are needed to understand how they connect with professional identity.	The reasons for being a teacher are not clear.
	Teaching & Learning Goals	Teaching and learning goals are concisely and elegantly articulated.	Goals for teaching and learning are verbose and disorganized.	Goals are not apparent.
	Philosophy of Teaching	Teaching philosophy clearly states a central theme that is evident in the teaching rationale and teaching and learning goals.	Teaching philosophy is generally connected to the rationale for teaching and teaching and learning goals.	Teaching philosophy is unrelated to the rationale for teaching and teaching and learning goals.
	Teaching Methods and Connection to Philosophy	Teaching methods are directly linked to the teaching philosophy with clear examples.	Teaching methods are present but are only generally linked to the philosophy with few examples.	Teaching methods do not to connect to philosophies; examples are minimal or missing.
	Areas for Improvement with Examples	Specific areas for improvement are clearly identified with concrete examples.	Specific areas for improvement are generally identified with some examples.	Areas for improvement are too general; minimal examples are provided.
	Immediate Learning Objectives	Each objective is Specific, Measureable, Attainable, Relevant and Time-bound (SMART).	Some objectives are Specific, Measureable, Attainable, Relevant and Time-bound (SMART).	Objectives are too general and not SMART.

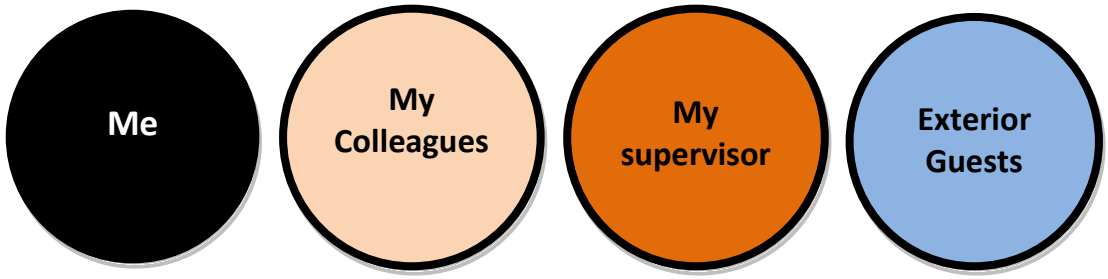
FOLDERS 2, 3, 4	State the problem of practice and my learning objectives (for each AR project)	For each AR project, the problem of practice is concise and clear, and learning objective is SMART.	For some AR projects, problem of practice is concise and clear, and learning objective is SMART.	For most AR projects, problem of practice is vague, and objective is not SMART.
	Articulate my plan of action including concrete teaching and learning activities (for each AR project)	For each AR project, the plan of action is detailed, listing concrete teaching and learning activities.	For some AR projects, the plan of action is somewhat detailed, listing concrete teaching and learning activities.	For most AR projects, the plan of action is vague and describes general teaching and learning activities.
	Articulate approaches to data collection (for each AR project)	For each AR project, data collection strategies (tools, who, how, timeframe) are specific and detailed.	For some AR projects, data collection strategies (tools, who, how, timeframe) are specific and detailed.	For most AR projects, data collection strategies are vague with only general details.
	Take action and collect data (for each AR project)	For each AR project, specific actions taken and further data collection activities are detailed and specific.	For some AR projects, specific actions taken and further data collection activities are detailed and specific.	For most AR projects, actions taken are not articulated and data collection activities are not apparent.
	Document the process (for each AR project)	For each AR project, concrete artifacts are placed and clearly labeled in the PoPP.	For some AR projects, concrete artifacts are placed and clearly labeled in the PoPP.	For most AR projects, few artifacts are placed in the PoPP; labeling is unclear.
	Assess and evaluate the intervention (for each AR project)	For each AR project, concrete evidence backs up evaluations of the interventions.	For some AR projects, concrete evidence backs up evaluations of the interventions.	For most AR projects, little evidence is provided to evaluate the interventions.
	Reflect upon and document what I learned through the AR cycle (for each AR project)	For each AR project, detailed narratives articulate professional growth and achievement of objectives.	For some AR projects, detailed narratives articulate professional growth and achievement of objectives.	For most AR projects, narratives are general to illustrate professional growth and improvement towards objectives.
	State next steps for future action	For each AR project, specific and actionable steps are stated.	For some AR projects, specific and actionable steps are stated.	For most AR projects, specific and actionable steps are missing.

FOLDER 5	Conduct a formative evaluation of AR projects and professional improvement (after three AR projects)	Growth trends are identified and specific. Detailed map for achieving professional goals is created.	General growth trends are identified but are not specific. Map for achieving professional goals is not detailed.	Growth trends are not identified. Map for professional growth is inadequate or missing.
GENERAL	Organization	PoPP documents are organized into folders with well-defined sections and labeled evidence that help to clearly visualize and understanding professional improvement.	PoPP documents are generally organized into folders with some evidence labeled. More structure would be helpful to better understand professional improvement.	Documents are inconsistently organized into folders; evidence is poorly labeled, thus professional improvement is unclear.
	PoPP Learning Goal Narrative	Descriptions and evaluations of AR projects are clearly linked to philosophy and goals to provide a common thread throughout the PoPP.	Descriptions and evaluations of AR projects are less clearly linked to philosophy and goals, and the common thread is less visible.	Descriptions and evaluations of AR projects are not linked to philosophy and goals; not common thread is evident.
	AR Projects	Folder 1 and sets of AR Folders (2-5) are complete, clear, and illustrative of professional growth.	Folder 1 and sets of AR Folders (2-5) are less complete, clear, and not as illustrative of professional growth.	Folder 1 and AR Folders are incomplete and/or inadequate to judge professional growth.

How do I evaluate my PoPP?

In order to evaluate my PoPP, I can use the following tools in tandem:

PoPP EVALUATION WORKSHEET	PoPP EVALUATION RUBRICS
This is a general worksheet that can be filled out to score each component: • Exemplary receives a 3 score • Satisfactory receives a 2 score • Approaching receives a 1 score • Comments can also be written for each component. At the end of the assessment, the evaluator indicates improvements and areas that need to be improved.	When filling out the PoPP Evaluation Worksheet, the evaluator uses the rubrics to rate a component that is exemplary, satisfactory, or approaching.

EVALUATORS
PoPP evaluators can be the following individuals: 

PoPP EVALUATION WORKSHEET

NAME: _____ DATE: _____

DIRECTIONS: When reflecting on my PoPP for my professional improvement, I can use this worksheet in conjunction with the PoPP Evaluation Rubrics. I can also ask a colleague in my Learning Circle or a supervisor to fill out this worksheet.

	COMPONENT	(3)	(2)	(1)	COMMENTS
FOLDER 1	Teaching / Professional Background Information				
	Professional Context Information				
	Rationale for Teaching (Why I teach)				
	Teaching & Learning Goals				
	Philosophy of Teaching				
	Teaching Methods and Connection to Philosophy				
	Areas for Improvement with Examples				
	Immediate Learning Objectives				

FOLDERS 2, 3, 4	State the problem of practice and my learning objectives (for each AR project)				
	Articulate my plan of action including concrete teaching and learning activities (for each AR project)				
	Articulate approaches to data collection (for each AR project)				
	Take action and collect data (for each AR project)				
	Document the process (for each AR project)				
	Assess and evaluate the intervention (for each AR project)				
	Reflect upon and document what I learned through the AR cycle (for each AR project)				
	State next steps for future action				
FOLDER 5	Conduct a formative evaluation of AR projects and professional improvement (after three AR projects)				
GENERAL	Organization				
	PoPP Learning Goal Narrative				
	AR Projects				

Improvements:

Areas to Improve:

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