❧ INTRODUCTION: WHAT IS A PORTFOLIO? ☙

A professional portfolio from the Azrieli Graduate School for Jewish Education and Administration is an online, clearly organized, attractive *collection of artifacts and reflections* documenting a candidate's achievements over the course of curriculum preparation here. The *artifacts* may include lesson plans and student work samples, class activities and assessment, and administrative or parental feedback. You will also include an excerpt from your Curriculum Internship final project that illustrates your Judaic content knowledge, your curricular knowledge, and your professional dispositions. The *written reflections* on each artifact illustrate your growth as a thoughtful course developer, willing and able to analyze and critique your process. Putting together an online portfolio allows you to choose how to present your talents and achievements most effectively.

❧ COMPILING A PORTFOLIO: WHEN, WHAT, AND HOW? ☙

When?
You should develop your portfolio throughout your year of student teaching. You must register for portfolio when you enroll in your final semester at Azrieli.

What?
The following components comprise the portfolio:
- An introduction, explaining its purpose and how to navigate the site.
- A statement of your philosophy of curriculum development (two pages)
- **Seven (7) artifacts**:
  - One excerpt of your internship final project that demonstrates at least **two** aspects of your knowledge, skills, and dispositions;
  - Two artifacts that further demonstrate **Judaic content knowledge**;
  - Two that further demonstrate **curricular content knowledge and skills**;
  - Two that further demonstrate some of the **dispositions** necessary for a successful career in Jewish schools. These include:
    - respect and affection for students;
    - appreciation and knowledge of students;
    - empathy and ability to listen;
    - energy, passion, and resilience;
    - warmth and kindness;
    - patience and perseverance;
    - flexibility and discipline;
    - willingness to learn and accept critiques;
    - professionalism in dress and demeanor;
    - commitment to ongoing learning; and
    - the ability and commitment to serve as a role model;
- **One brief written reflection on each of the seven artifacts**;
- An up-to-date resume;
- A concluding or summary statement.

What is an artifact?

1

For the purpose of this portfolio, an artifact is any item that illustrates your skills, knowledge, dispositions, growth, and professionalism. Artifacts may be daily or unit plans; class activities or assessments; illustration of scope and sequence; and administrative or parental feedback, communication with teachers regarding implementation, etc., gathered from your school environment.

What is a reflection?

A reflection is a paragraph explaining how each artifact reflects your growth, the value of your AGS coursework, and your attainment of one or more of the AGS goals. As you write, consider: How does each artifact offer evidence of learning and of professional competence?

The *artifacts and reflections* should demonstrate that you have absorbed from your Azrieli classes the key **knowledge, skills, and dispositions** necessary to become a successful educator. They should clearly illustrate your attainment of the following **AGS goals**:

1. Graduates will display competence in the development of Jewish studies curricula in such areas as Bible, Talmud, prayer, and Jewish history.
2. Graduates will display an understanding of and commitment to Jewish traditions and values relevant to their current curriculum development position or other role in schools.
3. Graduates will display competence in developing curricula, and identifying techniques and strategies appropriate to their chosen grade levels.
4. Graduates will display competence in developing organic curricula that reflect the needs of the school and that are effectively situated in context of former and later disciplinary content.
5. Graduates will display competence in the use of formative and summative learning assessments in their chosen areas of curricular expertise.
6. Graduates will display understanding and acceptance of varied learning styles and competence in the planning of differentiated instruction in their curricula.
7. Graduates will display competence in and commitment to the use of appropriate technologies in the delivery of their chosen curricula.
8. Graduates will display dispositions necessary for successful professional interactions in school, which include respect and affection for students; appreciation and knowledge of students; empathy and ability to listen and to reflect; ability to accept critique and to change as necessary; flexibility and self-discipline; energy, passion, and resilience; patience and perseverance; professionalism in demeanor and dress; the ability and commitment to serve as a role model; commitment to their faculty, students, and school community; and commitment to ongoing learning in the content and curricular development of their chosen fields.

How?

Choose your artifacts: Review your work as a curriculum intern and include those pieces and activities that best illustrate your competence and your commitment to and achievement of the Azrieli goals.

Reflect on your artifacts: How does each illustrate your growth as an education professional? Reflections do not *describe* your artifact; they express your understanding and analysis of your professional growth. Feel free to point out areas for further growth!

January 2018

Demonstrate your curricular know-how: To show that you are able to put your knowledge into practice, you must include a short excerpt of your curriculum that illustrates your mastery of at least **four** AGS goals. Reflect on the excerpt:

- What might still need improvement?
- How does it highlight or illustrate your achievements?

Summary

Present your portfolio online: Your site should be attractive, well designed, organized, and easy to access. Two platforms you might use are Wix (http://www.wix.com/) and Weebly (http://www.weebly.com/). Any platform you choose must be easy to navigate.

- Begin with a **home page** that introduces the portfolio and provides clear instructions for navigation.
- Include a two-page reflective **philosophy statement** consistent with the artifacts you will include and with the AGS goals.
- Include your **seven artifacts and related reflections**.
- Include an attractive, up-to-date, accurate **resume**.
- Conclude with a **final statement**, a brief paragraph that sums up your AGS experience and how it has enabled you to begin to work effectively and with confidence.

Of course, ***exemplary writing***, with no grammatical, structural, mechanical, or spelling errors, is expected and required. Be sure to proofread and edit before submitting the portfolio.

> *The portfolio is a professional demonstration of your knowledge, skills, and dispositions. Your artifacts and reflections should illustrate your teaching growth, abilities, and achievements as set out in the AGS goals. They should provide evidence of sound content knowledge and curriculum development. They should show your best teacher self to the world.*

✎ Examples ✎

http://libedins.wix.com/azrieliportfolio
https://sites.google.com/site/alyssasedportfolioedu/

Portfolio Assessment Rubric

For each component, record only 1 score (0, 1, 2, or 3) in each scoring box. To pass, a student needs a score of 22 or higher and no score below 2 in any component.

Component	0 Missing	1 Unacceptable	2 Acceptable	3 Target	SCORE = 0,1, 2, or 3
1. Introduction to and organization of portfolio (Goal #7)		Vague or confusing introduction and/or organization	Clear introduction and logical organization	Clear and interesting introduction and logical, intuitive organization	
2. Philosophy statement that reflects vision of curriculum development based on AGS experience (Goals 2, 4, 6, 8)		Superficial statement with unclear vision and no connection to AGS experience	Statement illustrates depth of thought and vision and relates to the AGS experience	Statement is reflective, clearly articulated, enriched by specific examples from personal experience, and directly relates to AGS experience	
3. Artifacts (2) that demonstrate mastery of Judaic content knowledge (Goal 1)		Artifacts fail to or minimally demonstrate achievement in or mastery of Judaic content knowledge.	Artifacts come from teaching experience and demonstrate Judaic content knowledge.	Artifacts come from teaching experience and clearly and effectively demonstrate mastery of Judaic content knowledge.	
4. Artifacts (2) that demonstrate understanding and use of curricular knowledge and skills (Goals 3, 4, 5, 6)		Artifacts fail to or minimally demonstrate curricular knowledge and skills.	Artifacts come from teaching experience and demonstrate use of curricular knowledge and skills crucial for effective teaching.	Artifacts come from teaching experience and clearly demonstrate understanding and use of curricular knowledge and skills as manifested in effective teaching.	
5. Artifacts (2) that demonstrate required dispositions noted in the Azrieli goals (Goals 2, 8)		Artifacts fail to or minimally demonstrate familiarity with or expression of dispositions expected of AGS graduates.	Artifacts demonstrate several dispositions expected of AGS graduates.	Artifacts from 2 different sources in the candidate's work environment clearly demonstrate a number of required dispositions expected of AGS graduates.	
6. Curriculum excerpt with reflection/ explanation of content and/or curricular knowledge, skills (Goals 1—8)		Limited demonstration of skills/knowledge expectations and explanation of or reflection on content and/or curricular knowledge or skills	Demonstrates particular content and/or curricular knowledge or skills and is accompanied by clear reflection on the content and/or curricular knowledge or skills illustrated	High-quality demonstration of student's particular content and/or curricular knowledge and skills accompanied by a detailed reflection explaining the lesson and the skills illustrated	

4

Component	0 Missing	1 Unacceptable	2 Acceptable	3 Target	SCORE = 1, 2, or 3
7. Reflective explanations on each of the 4 artifact categories above (Goal 8)		Explanations offer superficial insight with little evidence of connection to coursework, teaching, or AGS goals.	Explanations offer insights with some evidence of connection to coursework, teaching, or AGS goals	Explanations offer thoughtful insights with specific evidence for each on connections among coursework, teaching, and AGS goals.	
8. Writing/ mechanics		Errors in mechanics, grammar, and/or sentence structure interfere with understanding. Writing is confusing or awkward, not well organized, has no clear introduction or conclusion, and /or lacks academic and professional competency.	Satisfactory writing with few/minor errors in mechanics, grammar, and/or sentence structure. Writing is clear and organized, contains an introduction and a conclusion, and reflects academic and professional competency.	Outstanding writing with virtually no errors in mechanics, grammar, or sentence structure. Writing is fluent, well organized, and engaging; contains a strong introduction and a conclusion, and reflects academic and professional excellence.	
9. Portfolio appearance (Goal 7)		Graphics and/or multimedia detract from a clear presentation of candidate's AGS/ teaching experience. Font, color, and design detract from presentation.	Graphics and/or multimedia contribute to a clear presentation of candidate's AGS/ teaching experience. Font, color, and design are attractive and support the content.	Graphics and/or multimedia are engaging and highlight the candidate's AGS/ teaching experience. Font, color, and design are attractive throughout and support the content, modified as necessary to highlight each domain.	
10. Concluding statement		Concluding statement is brief / repetitive.	Concluding statement is adequate and professional.	Concluding statement ties the portfolio together, summarizes highlights, and serves as a ribbon on a package.	
11. Current resume		Resume is written in non-standard form.	Resume is written in standard form; attractive.	Resume is highly professional and attractive.	

Total Score: Range 0 (lowest)-33 (highest)

PLACE TOTAL SCORE

_____