Sample Teacher Education Electronic Portfolio Requirements

Portfolio Component	Sub-Components	Criteria*
My Basic World-Wide Web Site Development [1]	Personal Image [a]	- Personal image scanned or obtained via digital camera - Converted to .gif or .jpg - "Economic" use of size/colors
	Links [b]	- Grade-level/subject matter professional organizations and journals - Employment opportunities - Grade-level/subject matter resources and references - Local-state-national standards for specific grade level and/or content area
	Instructional Web Site Reviews [c]	Overview of at least 3 existing educational web sites, including a description of how they might be useful in facilitating specific standards related to your professional practice
	Personal Philosophy and "Best Practice" Showcase [d]	- Clearly-articulated personal educational philosophy - Sample of work representing area of personal, professional
	Resume [e]	- Educational background - Technological competencies - Previous work experience - Personal and career goals
Media as My Professional Tools [2]	Instructional Management Tools [a]	Strategies and examples illustrating your successful use of electronic media to improve instructional management skills and procedures
	Communication Tools [b]	Strategies and examples illustrating your successful use of electronic media to increase classroom communication with the outside (real) world
	The One-Computer Classroom [c]	Clearly-articulated description and examples of the effective use of a single or small number of computers in your specific grade level or content-area classroom (if applicable)
	Resource Access and Use [d]	Descriptions of how the following education-related resources were obtained from the Internet and used (legally and ethically) within your professional practice: - freeware/shareware - lesson planning resources - images/sound files

	Media as Context [e]	Presentation of specific ways in which you have used electronic media to increase the meaning and/or purpose of instructional experiences in your classroom
	Media in the Content Area [f]	Presentation of the unique ways in which electronic media, particularly computers, are being utilized to improve the quality and effectiveness of specific content-area and/or grade level instructional methods and strategies.
My Educational Research and Evaluation [3]		- Well-constructed narrative presenting educational research, evaluation, and/or assessment efforts. This MAY be a project and/or report successfully completed within an approved evaluation or research. - Effective data presentation where appropriate
A Professional Presentation [4]		Electronically-projected material (such as Powerpoint) conforming to appropriate projected message design criteria of a presentation you have made to a group of students or professionals (building or district meeting, conference etc.)
My Educational Material Evaluation(s) [5]		Evaluation of instructional material (print, software, website etc.) used to facilitate the learning of specific outcomes. Evaluation report should include (but is NOT limited to) addressing: - Context: critical analysis of the learning context established - Components: identification and critique of instructional design components presented within the instructional material - Conditions: identification of outcomes addressed within the instruction, description of conditions and strategies implemented, critique of relationship between conditions/strategies and outcomes - Evaluation of message display characteristics employed

My Multimedia Instructional Program [6]		Plan, develop (author), implement, and evaluate a multimedia computer program designed to facilitate the learning of specific outcomes. This program should include, but is not limited to, the following elements: - Outcome(s) the program is designed to facilitate must be clearly stated and well-written - Context: Meaningful, purposeful context must be established; context role (orienting, instructional, transfer) clearly identified - Components: Appropriate instructional design components must be developed for context type - Conditions: Appropriate strategies and conditions must be developed for outcome type(s) - Message Display: Instructional messages and program usability must conform to appropriate standards - Multimedia program MUST employ audio, video, and some type of animation, and it must do so effectively
Instructional Design Project Management [7]		Provide a record of design documents for one or more ID projects: storyboards, instructional analyses, instructional strategy descriptions, formative evaluation procedures, summaries of any client/designer interactions, and functional specifications for the use of tools/media to solve particular ID-related problems.
Reflections [8]		Variety of narratives documenting personal insight and growth as your journey from teacher to Instructional Technologist unfolded. Narratives should communicate reflections on all aspects of the portfolio development process, and the skills-knowledge-and attitudes needed to personally succeed.

*Note: Collectively, these criteria can easily be referenced to the National Educational Technology Standards for Teachers. You can access these standards at:

http://cnets.iste.org/index3.html