❧ GUIDE TO COMPILING YOUR FINAL PORTFOLIO ❧

❧ INTRODUCTION: WHAT IS A PORTFOLIO? ❧

A professional portfolio from the Azrieli Graduate School for Jewish Education and Administration is an online, clearly organized collection of artifacts and reflections demonstrating that you have the **knowledge, skills and dispositions** necessary to become an effective Jewish educator. The portfolio is the culminating project at Azrieli and affords you the opportunity to synthesize your learning, reflect on your growth, and document your attainment of Azreli's goals.

❧ AZRIELI GOALS: KNOWLEDGE, SKILLS, DISPOSITIONS ❧

The following goals at the Azrieli Graduate School express our hopes for our graduates in preparing them for teaching positions in the field of Jewish education. These goals describe the knowledge, skills and dispositions of an effective Jewish educator, and the areas in which Azrieli strives to prepare our students:

1. Competence in classroom procedures and management techniques and strategies appropriate to their chosen grade levels.
2. Commitment to, and competence in, pedagogy that promotes interactive engagement in a safe, student-centered learning environment.
3. Competence in the development and delivery of Jewish studies curricula in such areas as Bible, Talmud, prayer, and Jewish history.
4. Competence in the development and delivery of daily lesson plans that reflect a deep understanding of student learning.
5. Understanding of and commitment to Jewish traditions and values, with a sensitivity towards transmitting the values and traditions in their current teaching position.
6. Competence in the use of formative and summative learning assessments in their chosen areas of expertise.
7. Understanding and acceptance of varied learning differences and competence in the delivery of differentiated instruction in their subject area(s).
8. Deep understanding of the centrality of reflective practice in teacher growth and development, ability to engage in self-reflective practice; commitment to ongoing learning in the content and pedagogy of their chosen fields.
9. Student-centered dispositions, which include respect and affection for students; appreciation and knowledge of students; empathy and ability to listen and to reflect; ability to accept critique of practice and to change as necessary; flexibility and self-discipline; energy, passion, and resilience; warmth and kindness; patience and perseverance; and the ability and commitment to serve as a role model.

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

When?

When do I register for and submit the portfolio?

- You will register for portfolio when you enroll in your final semester at Azrieli. Some pieces of your portfolio will be developed throughout your year of student teaching, with the guidance of your PEP Seminar instructor, while other portfolio submissions will be developed and compiled on your own time.
- After registering for Portfolio, you will be enrolled in a Canvas course, where info on compiling and submitting your portfolio will be shared.
- The deadline for portfolio submission differs each semester, though it is generally about halfway through the semester. Be sure to check the Academic Calendar for your semester's submission deadline. You will submit the link to your website on Canvas.

What?

What should be included in the portfolio?

The following components comprise the portfolio:

i. An **introduction**, explaining its purpose and how to navigate the site.
ii. Your **philosophy statement** (approximately two pages)
iii. **At least 8 artifacts that demonstrate attainment of the AGS goals**:
    a. <u>One</u> of the artifacts must be a 5--7-minute video of your teaching, demonstrating, minimally, effective pedagogic practices per goal #2, above.
iv. **Eight (8) written reflections that accompany <u>each of the 8 </u>artifacts**;
v. an up-to-date **resume**;
vi. a concluding or **summary statement** paragraph that describes your professional growth and how Azrieli enabled you to teach effectively and with confidence.

What is an artifact?

- 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; student work; and administrative, parental, or community feedback, etc., gathered from your school environment.
- You may submit something you developed during your coursework at Azrieli or during your year of student teaching.
- An individual artifact may demonstrate attainment of more than one goal - that's great! You still need to include at least 8 artifacts, so you may very well end up including more than one artifact for each goal.
- Your video artifact must demonstrate your ability to utilize effective student engagement techniques.

What is a reflection?

A reflection is a paragraph or two where you consider how each artifact reflects your growth and/or your interaction with one or more of the AGS goals. As you write, consider:

- How does the artifact offer evidence of learning and of professional competence?
- How does it illustrate your growth as a teacher?
- Why did you make the decisions you did when creating and/or choosing this artifact?
- In what way does this artifact demonstrate your beliefs about teaching?
- What could be done to further improve this artifact/teaching tool and/or how might you take it to the next level?

Reflections do not simply *describe* your artifact; they express your understanding and analysis of your teaching and your professional growth. 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. Please describe how each artifact articulates alignment with one or more of the AGS goals.

How?

How should I choose my artifacts?
Review your work as a student and student teacher/teacher and choose activities, lessons and any other resources that best illustrate your teaching competence and your commitment to, and achievement of, the Azrieli goals.

How should I present my portfolio?
Present your portfolio as an online website. Your site should be attractive, well designed, organized, and easy to access. Platforms you might use include Google Site (https://sites.google.com/new), 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 **artifacts and related reflections for each**.
  - Be sure your **video** is uploaded correctly and includes viewer rights.
- 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 teach 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.

How will my portfolio be graded?
Portfolios are graded on a pass/fail basis with the aid of the rubric below. To graduate Azrieli, students must receive a passing grade.

> *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 pedagogy. They should show your best teacher self to the world.*

೫ Examples of Portfolios ೫

Please note that while the samples below should be helpful, they reflect earlier portfolio requirements that have since been updated. Refer to the directives above, as well as the zoom video recording, for instructions on our slightly revised requirements.
http://libedins.wix.com/azrieliportfolio
https://sites.google.com/site/alyssasedportfolioedu/

೫ B'hatzlacha! ೫

We hope this experience offers you a well-deserved opportunity to take pride in your growth and accomplishments as a Jewish educator and Azrieli student.
Please reach out with any questions or comments,

Dr. Laya Salomon

Director of Azrieli Master's Program
Laya.salomon@yu.edu

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 29 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		Vague or confusing introduction and/or organizationB	Clear introduction and logical organization	Clear and interesting introduction and logical, intuitive organization	
2. Philosophy statement that reflects vision of teaching based on AGS experience		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 that demonstrate mastery of Judaic content knowledge		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 that demonstrate understanding and use of pedagogical knowledge and skills		Artifacts fail to or minimally demonstrate pedagogical knowledge and skills.	Artifacts come from teaching experience and demonstrate use of pedagogical knowledge and skills crucial for effective teaching.	Artifacts come from teaching experience and clearly demonstrate understanding and use of pedagogical knowledge and skills as manifested in effective teaching.	
5. Artifacts that demonstrate required dispositions noted in the Azrieli goals		Artifacts fail to or minimally demonstrate familiarity with or expression of dispositions expected of AGS graduates.	Artifacts minimally demonstrates dispositions expected of AGS graduates.	Artifacts clearly demonstrate required dispositions expectedof AGS graduates.	
6. Video excerpt that demonstrates effective management and engagement techniques		Brief and unclear video, with poor sound and/or limited demonstration and/or explanation of or reflection on content and/or pedagogic knowledge or skills	Clear video and audio; demonstrates management or engagement techniques	High-quality video and audio that clearly highlights effective management and engagement techniques	

January 2022

Component	0 Missing	1 Unacceptable	2 Acceptable	3 Target	SCORE = 1, 2, or 3
7. Reflective explanations on each of the artifacts		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.	___x3
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		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)-39 (highest)

PLACE TOTAL SCORE

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