



Hints for Assembling Your Classroom Portfolio

Portfolios are the way to tell your story.

- ☆ Label your forms and pictures with the appropriate criteria number. The easier it is to tell what the pictures relate to, the better.

- ☆ Read the entire criteria, not just the first part or the first sentence.

- ☆ If you do this, you will have all of the appropriate evidence for a criteria. For example, when several types of books are listed, be sure you can see those types of books in the picture or list.

- ☆ Write neatly. Check your grammar or have someone else check.

- ☆ Remember each classroom needs a portfolio. The checklist for the classroom portfolio can be found under “Sources of Evidence” on your Self-Assessment cd. Use this to be sure that you have included all appropriate evidence.

- ☆ Set up file folders with a file folder labeled with each criterion that must be met.

- ☆ Start early. Collect materials throughout the year, sorting them into the appropriate folders. Labeling and organization is important from the beginning.

- ☆ Evidence can be, for example, photos, lesson plans, schedules, observation notes, photo of a theme box, curriculum webs, materials inventory, and more.

- ☆ Label each piece of evidence for what you are trying to depict, not just describing the picture or piece of evidence. Does your evidence support the intent of the criterion? Consider highlighting the most important words to help the assessor read quickly. The material does not have to be dated. You can also include descriptive sentences to interpret pictures.

- ☆ Sort through the materials you have gathered and begin to assemble your portfolio. Out of all you have collected you want to choose the very best piece of evidence to document the criterion. You can use photo albums, loose-leaf notebooks, scrapbooks, or even file folders organized in a box. The easier it is to change, so you can add to it, will help you.

- ☆ Portfolios can be very individual to capture the interests and talents of the teachers in each classroom with clip art or scrapbook features and other enhancements as long as the specific areas are covered.

- ☆ Involve parents, some parents really love to scrapbook and it helps them understand what children are learning as well as involve them in the accreditation process.

- ☆ Working together with a co-worker can be beneficial in having an extra set of eyes to examine your portfolio.

- ☆ Use the checklist included with your materials to make sure you have covered everything. You must have evidence of everything that is asked for. You may use one piece of evidence to meet more than one criterion, however you must say refer to, for example, 2.J.02 and describe what you are trying to prove.

- ☆ You do not have to have multiple pieces of evidence unless the criterion says varied or multiple. However the assessor will need to see evidence of whatever was asked for. One to three pieces of evidence is typical.

- ☆ When the assessors come for your visit, they will only examine portfolios of the classes they observe. However, you will not know which classes will be observed until that day.

- ☆ You are attempting to show the variety of activities that happen in your class. If you had a long term project several months ago, it could still be included if you took pictures and have documentation.

- ☆ It is not a problem if there are pictures of children who have recently moved out of your class because you are showing your program over a year.

- ☆ Continue this process even after you feel you have captured each criterion to document practices that have changed. The portfolio stays with the classroom even if the teacher moves up or the children change. When a new year begins, you can start a new portfolio or your new portfolio can be a composite of the previous year and the current year as long as those practices are still occurring.

- ☆ Remember that multiculturalism is not just ethnicity. It includes: language, gender, age and abilities. Gender refers to women and men serving in roles that are not stereotypical. Age refers to the fact that older people and younger people can do some of the same things. Abilities refer to full participation by all persons regardless of special needs he or she may have.

- ☆ Remember the classroom portfolio gives you the opportunity to show your assessor evidence that he or she might not see in your classroom. Take time to make sure it reflects your classroom environment.

- ☆ Try to have fun with this activity as it gives you a great record of all that you and your class have been doing. This is your opportunity show others what you do, so tell your story!

*"Words and pictures can work together to communicate more powerfully than words alone."
~William Albert Allard*

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