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AN ASSESSMENT OF THE PERCEIVED VALUE OF TEACHER PORTFOLIOS IN
THE EARLY YEARS ENHANCEMENT (EYE) PROGRAM BY PRIMARY
AND SECONDARY TEACHERS IN UTAH'S SCHOOLS

by

Teresa J. Denison

A dissertation submitted in partial fulfillment
of the requirements for the degree

of

DOCTOR OF EDUCATION

in

Education
(Curriculum and Instruction)

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2008

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ABSTRACT

An Assessment of the Perceived Value of Teacher Portfolios in the
Early Years Enhancement (EYE) Program by Primary and
Secondary Teachers in Utah's Schools

by

Teresa J. Denison, Doctor of Education

Utah State University, 2008

Major Professor: Gary S. Straquadine
Department: Agricultural Systems Technology and Education

The purpose of this study was to examine the use of the teacher portfolio as an evaluation of professional development in Utah's new teacher licensing—the Early Year's Enhancement (EYE) program. This study explored teacher perceptions of the value of the portfolio. Results of the study identified the perceived value of teacher portfolios related to: (a) accuracy as an evaluation tool, (b) usefulness with respect to teacher professional growth, (c) feasibility with regard to teacher time, and (d) appropriateness related to the effect of portfolios on teaching practices. It also identified the relationship of the teacher's perceived value and the required district portfolio format, teaching assignment, age of teacher, number of years teaching, district employed by, district training in portfolio development, and district use of the portfolio.

Using a mixed method survey design, data were collected from the new teachers

who had completed the EYE evaluation in the 40 school districts of Utah during the 4 years since its implementation. Teacher surveys developed by Tucker, Stronge, and Gareis were adapted, delivered electronically, and utilized to provide both quantitative and qualitative data. Telephone interviews with the district EYE contact provided additional information for the study.

The results of the study indicated that new teachers perceived the EYE portfolio as minimally effective as an accurate, useful, feasible, and appropriate tool for measuring professional development. A relationship was found in the teacher's assignment, age, district, portfolio training level, and the district's use of the portfolio and their perception of value. Teachers identified self-reflection as an important advantage and the time requirement as a critical disadvantage of the portfolio process.

(207 pages)

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Teresa J. Denison

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CHAPTER I

INTRODUCTION

The Entry Years Enhancement (EYE) program is Utah's structured support and enhancement program for licensed Level I teachers. Teachers in this classification are newly graduated or returning to the classroom. It provides the novice teacher with school, district, and state support for a 3-year period. Upon successful completion of the requirements, the district will recommend the Level I teacher to the State Board of Education for a 5-year, Level II Utah Professional Educator License.

The goal of EYE is to encourage Level I teachers to develop successful teaching skills and strategies, as described in the *Utah Professional Teacher Standards and Interstate New Teacher Assessment and Support Consortium (INTASC) Beginning Teacher Standards* (EYE, 2003). Through Utah State School Board Rule, the EYE program has combined four of teachings' best-practice efforts (standards inservice training, mentoring, Praxis assessment, and a working teacher portfolio) to help novice teachers become experts.

A cornerstone of the State Board rule (see Appendix B) passed by the Utah State Board of Education in 2001, effective January 1, 2003, is that Level I (newly licensed) teachers submit a working portfolio to their district during their second year of teaching and complete a portfolio review (Utah State Office of Education [USOE], 2008). In creating a statewide induction program, the USOE consulted extensively with the New Teacher Center at the University of California Santa Cruz. This institution serves as a national resource for induction models and research. It has moved to recommending

authentic or performance-based types of assessment previously used by teachers for students, in the assessment of new teachers considered for licensing.

Many educators and researchers regard authentic or performance-based assessment as a more exact measure of learner growth than the long-established forms of measurement (Nidds & McGerald, 1997). Strongly related to authentic assessment is constructivism, a theory of cognitive development and learning that supports the basic assertion that learners create their own knowledge. Individual Constructivism is a theory of learning in which the learner uses prior understandings together with current experiences to create, elaborate or restructure their knowledge. Social constructivism suggests that communities, institutions, and groups play a major role in the construction of knowledge (Hales & Watkins, 2004). In the Davis (2004) study, he defined constructivism as:

Concepts are thus seen as evolving and rooted in one's physical engagements with the world; learning is seen as an organic process through which a learner continuously adapts interpretations and expectations in order to incorporate new experiences into her or his system of understanding. (p. 204)

Authentic performance-based assessment methods correspond with the theory of constructivism because they help students to expand and use their understanding and reflect on what they know and in what areas they need more knowledge.

Learner portfolios are an illustration of an authentic assessment tool that has become increasingly useful in education. Authentic assessments for learners, like portfolios, let teachers play a part in their own learning (Paris & Ayers, 1994). By using portfolios, learners have the chance to examine and think about their work over time and to recognize means for constant development. Portfolios offer a structured way to assess

learner improvement throughout a period of time, connect the learner and the evaluator in deliberation of both the process and the result, and provide a way to support curriculum, training and appraisal (Nidds & McGerald, 1997). Persons who have worked with learner portfolios become conscious that the time put into their use is well spent as evaluators and learners complete and assess the portfolio and spend valued moments of collaboration and reflection. Authentic learner assessments—in particular the student portfolios—have been used by educators around the world (Paris & Ayres).

Of particular importance to educators is the reflective, self-assessment facet of learner portfolios. The self-assessment component makes the learners reflect on their work and appraise their involvement, progression, and creation in regards to their own learning objectives and stated requirements. During this process, learners gain knowledge of how to become more aware of their scholarship and accountable for the outcomes of their efforts, resulting in a better sense of ownership (Prestige, 2000).

Recently educational leaders have reconsidered the method in which teacher performance is assessed. Danielson and McGreal (2000) noted the significance of teacher assessment associated to instructional practices and student achievement in stating:

Our goals for student achievement have evolved—we are now interested in more complex learning, in problem solving, in the application of knowledge to unfamiliar situations. Further, recent educational research, particularly on the nature of the brain and how it learns, has made it clear that we need new approaches to teaching and, therefore, to the description and evaluation of teaching. (p. 3)

If the goal of Utah's EYE program is to increase teacher quality to improve student learning, then the importance of the assessment process in licensing new teachers is paramount.

Bolton (1973) listed the goals of teacher evaluation as a way to support the quality of instruction:

1. To encourage better teaching by pinpointing ways to change systems, environments, or teaching strategies;
2. To provide information for assignments, placements, promotions, and terminations;
3. To guard students from unskilled teachers and teachers from unqualified administrators;
4. To compensate excellence;
5. To confirm the system's selection practice; and
6. To supply a source for teachers' professional development.

Little has changed in the awareness of the purpose for appraisal since Bolton provided those functions in 1973.

Previously, teacher evaluation in Utah was done with one or more visits in a teacher's classroom during the year. Often the communication related to the performance was a one-way dialogue between the evaluator and the teacher. With this situation, the teacher spends little time with the administrator or colleagues in reflective consideration and discussion connected to his or her professional growth and improvement. The teacher portfolio is another way to evaluate by encouraging teacher reflection and thoughtfulness as well as two-way communication between the teacher and evaluator.

Since educators have acknowledged the worth of portfolios for learner assessment and growth, it makes sense to explore their value as a teacher performance and

professional growth tool. Portfolio-based assessments deal with both formative and summative questions as they promote broader reflection on the approach in which professional growth needs are developed and how teachers are assessed for licensing. According to Wolf (1991a), an increasing number of educators have become attracted to the use of “portfolios constructed by teachers to improve and demonstrate their knowledge and skills in teaching” (p. 1).

The portfolio procedure is strongly associated with both constructivism and authentic assessment. Constructivist theorists assert that persons have to think for themselves and need accountability for their own learning (Freeman, 1998), need to draw on prior knowledge to comprehend their effort and make connections (McLaughlin et al., 1998; Sergiovanni, 1996), tackle problems, and return to and modify constructions (Olsen, 1999). Authentic assessments are appraisal measures predicated on a wide range of evidence. They offer a wider portrait of performance as learning is demonstrated over time (Wolf, 1991b). Portfolios combine and follow both constructivist and authentic assessment principles as they give power to teachers to realize their own strengths and weaknesses. Portfolios enable teachers to make decisions about their own professional development in order to sharpen their teaching skills and, in the final analysis, increase student learning.

Problem Statement

Educational reform initiatives that include high standards and state assessments are encouraging teachers to change methods and strategies in their classrooms. In order to

use such reforms effectively, teachers need to reflect on their teaching strategies, rethink the way they instruct, and work in partnership with both colleagues and administrators. These practices will provide teachers improved approaches that encourage students to solve problems, think critically, and learn cooperatively. Many of the present teacher evaluation systems were designed in the 1970s and reflect that era's one-dimensional view about teaching (Danielson & McGreal, 2000).

The USOE has developed a new teacher induction program (EYE) with a portfolio component to encourage teachers to engage in quality teaching strategies, personal reflection, and collaboration (see Appendix C). However, no systematic study has been conducted to assess the value of the portfolio component since implementation. If the true function of this assessment is to improve teacher and instruction quality partially through self-reflection, there exists a need to examine the merits of alternative forms of evaluation, such as portfolios, by those who it is aimed at improving. Therefore, it is useful to explore teachers' perceptions of the value of the teacher portfolio as a tool for evaluation and professional growth. This study will include a comprehensive review of how new Utah teachers, who have completed the EYE process, perceive the value of teacher portfolios.

Purpose of the Study

The purpose of this study was to investigate the use of the EYE portfolio as an assessment and professional development tool in a teacher appraisal process for licensing new teachers in Utah. This study investigated the perceived value of the Teacher

Portfolio by Utah's elementary and secondary teachers who have received their Level II license during 2003-2007. Ultimately, the outcomes of the study helped identify the perceived value of teacher portfolios using the basic tenets of *The Personnel Evaluation Standards* developed by the Joint Committee on Standards for Educational Evaluation (Shufflebeam, 1988). Four areas were assessed in determining overall value of the portfolio process: (a) accuracy as a teacher assessment tool, (b) usefulness in motivating professional growth, (c) feasibility with regard to teacher time, and (d) appropriateness related to effect on improved teaching practices. In addition, variables such as portfolio format, nature of teaching assignment, number of years teaching, and district training and use of portfolio were assessed for their impact on teacher perceptions of value.

Research Questions

Research Question 1

To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's portfolio as an accurate measure of teacher performance?

Research Question 2

To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's portfolio as a useful tool for motivating professional growth?

Research Question 3

To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's portfolio as feasible?

Research Question 4

To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's portfolio as an appropriate tool having a positive effect on their teaching practices?

Research Question 5

How does the perceived value of Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification of the teacher's portfolio, relate to:

- (a) required district portfolio format
- (b) teaching assignment (i.e. elementary, secondary, special education)
- (c) age of teacher
- (d) number of years teaching
- (e) district employed by
- (f) district training in portfolio development
- (g) district use of portfolio (weight and long-term use)

Delimitations and Limitations

Delimitations

1. This study was confined to one state, Utah, in the western part of the United States.
2. The participants in the study were teachers at the elementary and secondary level who had completed the EYE program since its implementation.

Limitations

1. Surveys, open-ended questions, and the collection of data reflected information from one time period creating a single, stand-alone survey study. A collection of data from a single point in time may not supply enough information and outlook to make needed decisions related to the research questions.
2. Participation in the study was voluntary and may not sufficiently represent the outlooks and judgments of the entire teacher population of the teachers in Utah.

Assumptions

Based on the theory of constructivism—that knowledge is self-regulated and collaborative, and that evaluation, in order to be judged important, needs to be authentic and self-directed, the subsequent assumptions are suggested by Utah’s EYE program.

1. Teachers can gain knowledge about themselves and determine their own requirements with respect to professional growth and improvement.

2. Portfolios are a valuable device in shaping the professional development of teachers.

Definitions and Acronyms

Accredited: Accredited refers to a teacher preparation program endorsed by the National Council for Accreditation of Teacher Education (NCATE), or the Teacher Education Accreditation Council (TEAC).

Assessment: Assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes, and beliefs.

EYE—Early Years Enhancement: Utah’s current mentor or induction program for new teachers is called Entry Years Enhancement (EYE) and began in 2003. The program is designed to help novice teachers develop effective teaching skills and strategies, as defined by the Utah Professional Teacher Standards, with assistance from experienced colleagues. All novice teachers must complete the 3-year EYE program in order to move from a Level I to a Level II license. EYE requirements include working with a trained mentor for three years, completing a portfolio review, three years of satisfactory evaluations, and passing an exam in their subject area. EYE involves the collaboration of the novice teacher, mentor, school, district, USOE, UEA, as well as higher education.

Entry years: The 3 years a beginning teacher holds a Level I license.

Evaluation: Evaluation is about judging merit. Evaluations examine and judge the processes and outcomes aimed at understanding and improving societal problems (Patton, 2002). Evaluation is the judgment of performance against some predetermined criteria

(usually a set of standards or objectives).

Feasible: Feasibility is one of *The Personnel Evaluation Standards* meaning capable of being done, or of having success given the resources and circumstances.

Induction programs: A program used to support teachers in their transition from student teacher to professional teacher and promote retention.

INTASC—Interstate New Teacher Assessment and Support Consortium: INTASC is a group that has developed and established Model Standards for beginning teacher licensing and teacher development. The 10 principles reflect what beginning teachers should know and be able to do as a professional teacher. The standards define the knowledge, dispositions, and performance deemed essential for all teachers regardless of subject or grade level.

Level I license: A Utah professional educator license issued upon completion of an approved preparation program, an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract, to applicants who have also met ancillary requirements established by law or rule.

Level II license: A Utah professional educator license issued after satisfaction of all requirements for a Level I license and requirements established by law or rule after 3 years of successful education experience within a 5-year period; and satisfaction of requirements under Utah Rule R277-522 for teachers employed after January 1, 2003.

Level III license: A Utah professional educator license issued to an educator who holds a current Utah Level II license and has also received National Board Certification, a doctorate in education, or in a field related to a content area in a unit of the public

education system or an accredited private school.

Mentor: Mentor means a Level II or Level III educator, who is assigned to advise and guide Level I teachers.

NCLB: --No Child Left Behind Act.

Praxis II - Principles of Learning and Teaching: The Praxis II is a standards-based test provided by ETS and designed to assess a beginning teacher's pedagogical knowledge. This test is used by many states as part of their teacher licensing process. Colleges and universities use this test as an exit exam from teacher education programs.

Teaching assessment/evaluation: This is an observation of a Level I teacher's instructional skills by a district or school administrator using an evaluation tool based on or similar to INTASC principles.

Working teacher portfolio: A collection of documents prepared by a Level I teacher and used as a tool for assessment. It is meant to show growth and progress of the teacher.

USOE: Utah State Office of Education.

Summary

As the nation turns to an emphasis on higher standards and accountability for schools, teachers, and students, educational leaders are considering and putting in place unconventional teaching and learning strategies to encourage student achievement. Closely associated to the constructivist strategies of learning, schools are requiring teachers to plan and implement action lessons that support student inquiry, engagement,

and reflection as they make use of active learning strategies. Related to this, current research efforts have verified the many benefits of authentic, performance-based assessments that present a complete measure of student academic and social development over time. As a result, teachers are being asked to develop alternative means to assess their classrooms that include performance-based markers of student growth.

With the interest across the nation in the direction of constructivist learning strategies and performance-based assessment for students, it may make sense to also think about these authentic methods for teachers. Long-established summative methods of teacher assessment are not aligned with either the constructivist theory or current research on fitting authentic means of assessment. Research has revealed the virtues and the value of the constructivist theory of learning with reference to student academic and social growth and authentic assessment procedures have been shown to be a possible means of shaping student progress over time. Thus, it is sensible to study further the merit of performance-based, authentic assessment tools for teachers.

Portfolio use in teacher evaluation is a moderately recent occurrence (Lyons, 1998). Little research, however, has determined the value of the portfolio in the assessment of teachers (Tucker, Stronge, Gareis, & Beers, 2003). It would be valuable to learn if the same principles that pertain to the use of portfolios as a means for student evaluation and growth is also valuable in assessing teacher performance.

Research has also revealed the benefits of children working with other children in cooperative learning experiences (Strommen, 1992). Would the learning benefits for teachers then be similar? Studies have shown that when children join forces, they share

the development of constructing their thoughts and increase a sense of common goals and teamwork (Strommen). Would the use of portfolios with teachers in their licensing process produce the same results?

In the schoolroom, fundamentals of collaboration in learning and a sense of joint purpose have been shown to generate major gains in student learning (Strommen, 1992). Would teachers successfully learn more about themselves and their needs for professional growth if they were using portfolios? Would the process create enhanced teaching strategies in the classroom, whose end result would be student gains in achievement? It was the goal of this research to find out the answers to these and other questions with regard to the value of using portfolio-based assessment in a teacher licensing process. This study was conducted in cooperation with the USOE goal to gather data to inform administrators of the EYE program and teacher educators on how districts in Utah have implemented the teacher portfolio. It is important to determine the significance new teachers have for this element of the state's reform methods.

CHAPTER II

REVIEW OF LITERATURE

Teacher Quality

At the same time that No Child Left Behind (NCLB) was giving states an educational mandate to staff their classrooms with “highly qualified teachers,” states were grappling with formulating a definition of the knowledge and skills that today’s teachers need. This has been important; over the last decade policy makers and business leaders have come to realize what parents have always known—teachers make the most difference in student achievement (Berry, Hirsch, & Hoke, 2004). Thanks to new statistical and analytical methods used by a wide range of researchers, the evidence is mounting that teacher quality accounts for the lion’s share of variance in student test scores. However, while consensus is growing among school reformers that teachers are the most important school-related determinant of student achievement, there is not much more than fleeting agreement on what is meant by “teaching quality,” how to assess it, or what steps we must take to see that every student has access to high-quality teachers (Berry et al.).

The focus on teacher quality rose across the nation with mounting awareness that too few of today’s teachers—and perhaps even fewer of the future’s—were prepared for the challenges they faced in a country bent on raising academic standards for its students. New educators were found to need more support and preparation for working with students. A recent National Center for Education Statistics (NCES) study found that only

one in five teachers felt very well prepared for the classroom after graduation (NCES, 1999).

Across the U.S., several states have launched efforts to provide programs to support teacher preparation in the classroom. They have worked to implement methods to measure teacher quality in early years of a new teacher's professional development. These programs were varied in their techniques and their measurements of "what is teacher quality" and how to achieve it.

National Reform

At present, 34 states are assessing achievement in core subjects, and 42 states use criterion-referenced exams to measure student performance against standards (Hirsch, Koppich, & Knapp, 2001; Youngs, Odden, & Porter, 2003). Alongside standards for student learning, a number of states are also articulating what teachers should know and be able to do. Certification and teacher testing are the principle vehicles to date for promoting teaching standards. Multi-tiered (two to three levels) certification systems are becoming increasingly popular ways to demonstrate the growth of teachers' competence over time. While a growing number of states are establishing teacher assessment systems, states are encountering complicated issues regarding the role, validity, and technical quality of teacher assessments. Thirty-eight other states have established some sort of induction program to support new teachers (Hirsch et al.).

Portfolios

Mullen, Bauer, and Newbold (2001) defined a portfolio as “a purposeful collection of work that demonstrates effort, progress, and achievement over time.” Portfolios contain artifacts (of teacher and student work) organized in a way that demonstrates teacher performance. The standards-based teaching portfolio should contain artifacts organized to show evidence of performance related to an exacting set of teaching standards.

The movement of individual states to improve teacher quality led many states to recognize the value of teacher portfolios. Many states have turned to the portfolio assessment process to determine licensure eligibility with respect to teacher candidates. For example, to enhance the quality of its teachers, Connecticut’s program, Beginning Educator Support and Training Program (BEST), uses the development of a teaching portfolio as a critical component of the certification process. Kentucky requires a portfolio for initial certification, and three other states, North Carolina, Arizona, and Indiana, consider them for their new teacher evaluations. California’s Beginning Teacher Support and Assessment program (BTSA), implemented in 1998, uses classroom observations, portfolios, and self-assessment. In the same vein at the local level in Colorado, the Douglas County Outstanding Teacher Program uses portfolios to document teacher practice and to identify and reward outstanding teachers (Quatroche, Watkins, Bolinger, Duarte, & Wepner, 2004). As described by Quatroche and colleagues, Douglas County used portfolios because the school system believed portfolios “can best capture the complexities and contexts of teaching” as well as promotes the professional

development of teachers.

The style, delivery method, funding, assessment, and specific requirements of the portfolio can differ vastly from state to state. However, a common standards model to base the portfolio is being used by a majority of the country. Thirty-eight states have adopted the Interstate New Teachers Assessment and Support Consortium (INTASC) Model of Standards for Beginning Teacher Licensing and Development to guide their reform efforts including portfolio development (Graham, Webb, Hawkins, & Harlan, 2003; Murray, 2000; Quatroche et al., 2004).

Utah's Move to Reform

The Utah system for recruiting, preparing, and deploying teachers addressed the educational challenge to encourage novice teachers to develop successful teaching skills and strategies in the early part of 2001. A prior national review (Finn, Kanstoroom, & Petrilli, 1999) gave the state a C grade in its quest for developing quality teachers. Utah schools and students who faced high-stake testing for promotion and graduation were demanding evidence that their teachers were qualified with subject-matter-knowledge and teaching prowess. In the opinion of Finn and colleagues, Utah demonstrated a willingness to boost the quality of its teaching force but had not yet done anything about it.

NCLB's mandate that every teacher of a core academic subject be "highly qualified" by the end of the 2005-06 school year was developed at the same time and proved a challenge for Utah's education policy leaders and for practitioners. They needed

a mandate that offered opportunities to reshape new teacher preparation in a way that would produce gains in student achievement that reformers had long sought. A part of NCLB stipulated that state departments of education publicly report what they are doing to improve teacher quality. States were also expected to show how their efforts are progressing, including the identification of how “highly qualified” teachers are distributed across low- and high-poverty schools in their states. According to one member of the State Board of Education there were “multiple motivators” for Utah’s response to reform (G. Carlston, personal communication, April 2007). These motivators included previous state obligations to follow Title II, which requires a clear and comprehensive public reporting system on state licensure and the success of institutions in preparing teachers; an existing state law requiring new teachers to have a mentor; a desire by the state legislature to insure teacher quality; and also the fact the state was facing a teacher shortage. In the spring of 2001, these motivations led to Utah creating the EYE.

Overview of Utah’s EYE Program

The EYE program is Utah’s structured support and enhancement program for teachers who are newly graduated or returning to the classroom. EYE teachers are issued a license as a Level I teacher. It provides the novice teacher with school, district, and state support for a three-year period. The goal of EYE is to “encourage Level I teachers to develop successful teaching skills and strategies,” as described in the Utah Professional Teacher Standards and INTASC Beginning Teacher Standards (EYE, 2003).

Through this legislation, EYE Rule has combined four best-practice efforts to help novice teachers become experts. The Utah legislature passed the ruling in the 2002 session and it became effective January 1, 2003. A cornerstone of the rule is Level I teachers submit a working portfolio to their district during their second year of teaching.

EYE has defined the teaching portfolio as a collection of the beginning teacher's instructional materials and student achievement goals (EYE, 2003). The portfolio provides reflective opportunities for the beginning teacher and districts are encouraged to link the portfolio to teacher evaluation. At the most basic level, portfolios contain artifacts (student and educator work) that are organized in a meaningful way. The fundamental purpose of the portfolio is to ensure that teachers become agents of renewal and change within schools and communities, applying their practical knowledge of the Utah Professional Teacher Standards to their classroom practice.

The working portfolio is not intended to be a showcase of the new teacher's best ideas or aspects of personal achievement. Rather, it is constructed to be a personal record of growth in the profession during the first three years (EYE, 2003). As the name implies, the working portfolio is a continual work in progress. As teachers progress in their skills and experience, they add artifacts and reflections to the working portfolio, making it a dynamic, evolving piece that demonstrates growth over time.

The program component of developing a working portfolio begins, along with the other three components, with the challenge of encouraging beginning (Level I) teachers to develop successful teaching skills and strategies. Teachers are guided in this process by standards for teaching from INTASC, Utah State Profession Teaching Standards,

and/or standards developed by the district in which they are employed (Graham et al., 2003; Murray, 2000). The teacher should build the portfolio with artifacts that demonstrate growth in practice and rationales of how the artifact meets standards. The portfolio also includes a reflection and self-assessment of the teacher's own practice. There may be specific elements of the portfolio that are required by individual districts for the first-year teacher.

Portfolios are reviewed and evaluated by the employing school district at a school or district level. A portfolio may also be reviewed by USOE staff upon request at the end of the teacher's second year of teaching. At the end of the third year of teaching, with all four of EYE's components completed, the teacher is granted a Utah Level II License signifying that the teacher has shown quality in classroom teaching.

Electronic Teacher Portfolios

In recent years, many people have found electronic portfolios an effective way to more clearly present information not only through text, but also through visuals, audio, and video formats. Electronic portfolios can also be a creative means of organizing, summarizing, and sharing artifacts, information, and ideas about teaching, along with personal and professional growth. E-portfolios have an advantage over hard copy portfolios by being easy to assess, the ability to store multiple media, easy to upgrade, and allows cross referencing of work (Venezky & Öney, 2004). In addition, electronic portfolios are increasingly used by credentialing authorities and school administrators as exhibits to ensure that content and teaching standards requirements are met (Beck, Livne,

& Bear, 2005).

As the EYE program was being developed in Utah, discussion was generated by decision makers about whether to create a state database for the teacher portfolio to be submitted to and stored electronically (Graham et al., 2003). This did not occur. At the time of this study, less than 10 districts allowed their teachers to present their portfolio using this submission method. The population of teachers using this means of completing the EYE portfolio is therefore, small and was not used in this statewide study.

Review Procedures

For this literature review the databases used by this researcher were accessed through the Utah State University Libraries. They included Chronicle of Higher Education, Digital Dissertation, Education Full Text, and ERIC via EBSCO Host. A search of research was conducted and twenty studies were located that expressly studied the teacher portfolio as an evaluation tool. Key terms used for the database search were teacher portfolio, value of portfolio, teacher evaluation, teacher assessment tools, and teaching portfolio evaluation. Enclosure and elimination criteria incorporated the following:

1. Studies were peer reviewed or dissertations.
2. Studies included descriptions of methodology and analysis techniques.
3. Studies where subjects or participants were preservice or inservice teachers.
4. Studies where the portfolio was used as an evaluation tool.

Patterns were found among the key characteristics to determine the outcome of

each of the twenty studies. These characteristics included the following: research question(s), research design, sample features, program features, and results. More recent publications of the same studies were disregarded as duplicates.

Previous Methods of Study

Stiggins and Duke (1988) conducted four studies related to teacher evaluation.

The first was an all-inclusive examination of the literature associated with teacher evaluation. The second consisted of comprehensive research of four districts' evaluation systems. The third aimed at the evaluation processes of a few teachers who had benefited in professional development because of their evaluations. The last study paid attention to the elements and the effects of evaluation process on a large sample of teachers.

Stiggins and Duke (1988) first carried out interviews with district administrators and principals in their research to study teacher evaluation practices in four school districts in the Pacific Northwest. The principals each named four teachers to be interviewed and invited to respond to a questionnaire on teacher evaluation strategies. Every teacher in the study was asked to explain teacher evaluation strategies and how they used the evidence from those strategies to create professional growth.

In further research Stiggins and Duke (1988) interviewed 33 teachers who replied to their call for teachers who had acknowledged verifiable professional growth as a product of their evaluations. Every instance was investigated thoroughly to outline successful fundamentals of their evaluations and then to assess profiles to decide common attributes for effective evaluation practices. As a result of a concern for the

generalizability of the outcomes of this study, the researchers determined to look at the evaluation experiences of an expanded teacher population. The researchers implemented a questionnaire, The Teacher Evaluation Profile (TEP) for their follow-up study. They posed questions to 470 teachers from five school districts regarding their most current evaluation concerning each significant attribute of teacher evaluation (as found in their first study). These attributes fell into five categories: teacher evaluator, procedures/standards, feedback, and context. The participants were asked to rate the effect of their most recent assessment and the outcome of that evaluation on professional practices.

Stiggins and Duke (1988) stated, “Teacher evaluation is the key to school improvement” (p. xi), although research connected to teacher supervision and evaluation shows that in spite of contemporary theories in learning and assessment very little has been altered over the years in the method by which teacher quality is calculated. As described by teachers, the appraisal process in most public educational institutions has little influence on either their expertise in the field or their instructional strategies. There has been a considerable quantity of information with regard to the necessity for reform. However, it seems that in many public educational facilities, the process remains the same as it has for many years.

Specialists in the field have written about the benefits of reflection, self-assessment, and teacher/teacher and teacher/administrator collaboration associated to both formative and summative teacher evaluation. However, there is a modest amount of research in the field of teacher portfolios of what an instrument that supports these

practices looks like. Teachers have used portfolios ever since the late 1980s, mostly without extensive study. There is inadequate examination in the field of portfolios as a means for teacher assessment and professional growth (Tucker et al., 2003).

The research connected to portfolios has been on a small scale, qualitative in nature, and has paid little attention to portfolios for professional growth. Oropallo (1994) carried out a 13-week study linking a university course of preservice teachers using portfolios as a means for reflection. Her work indicates that portfolios are tools for constructing relationships between the instructor and student and that the dialogue connected with the reflective portfolios permits students to communicate personal understanding of pedagogy as well as content. In Kearley's (1997) 12-week case study, she investigated three teachers and a principal to determine the value of portfolios for formative assessment. It was deduced that portfolios enhance group effort and collegiality, advance the appraisal process, and are significant in promoting professional growth. Likewise, Sutherland (1998) sought to conclude whether portfolios, in combination with formal evaluation, play a part in professional development. The researcher investigated two administrators and five teachers; she established that teachers experience an increased sense of professionalism as they feel more control of the course of their own professional development.

Several small qualitative studies were conducted that focused on understanding the use of portfolios. Oropallo (1994) studied portfolios and pedagogy by investigating the process of prospective teachers and their professors used to design and use reflective portfolios in a 13-week multicultural education class. The data were gathered from nine

sources that included portfolios, field notes, audiotapes, and videotapes.

An action research study by Kearley (1997) utilized a case study methodology to look at the use of teacher portfolios in the formative assessment of teachers. Three teachers created portfolios as a way to be aware of their own work and as a starting point for communication with their principal. The collection of data were done using observation and interviews.

Bratcher (1998) conducted a study to determine the perceived impact of teacher portfolios on teacher performance and student achievement. Her case study focused on five middle- and high school teachers who had used the portfolio process for three years. She collected data through interviews, observations, and document reviews.

There have been a limited number of studies that have focused on assessment, teacher quality, or student success. Bratcher (1998) studied portfolios as they correlated to teacher quality and the teacher-perceived influence on student success in a case study of five middle and high school teachers. This qualitative study suggested that portfolio reflection impacted individual learning and helped teacher performance, which was perceived by the teachers as having had an affirmative effect on student success.

As a participant and an observer in her pilot study, Harrington (1998) looked at the results of implementing a new teacher evaluation process that incorporated portfolios as one of its components. Six other tenured and nontenured teachers were also part of the study. She engaged in qualitative methods to examine data collected through personal experience, interviews, document review, and surveys.

Harrington (1998) investigated positive and negative portfolio outcomes in a case

study of six teachers. Harrington acted as a participant/observer in the study and considered traditional methods as invalid and the alternative methods (including portfolios) are time intensive. This same study reported that the self-reflection component of the portfolio practice was viewed as resulting in improved instruction (Harrington).

In his research, Freeman (1998) paid attention to the examination of teaching portfolios as a medium for professional growth. The research utilized case studies from three elementary teachers who were part of a yearlong teaching portfolio development workshop. Data were gathered by examining journals and portfolios and conducting personal interviews. A qualitative case study of three elementary teachers who participated in the yearlong portfolio development seminar was conducted by Freeman. He interviewed and studied journals and portfolios and established a fleshing out of self-assessment and teacher reflection. Outcomes also showed changes in the teachers' instructional practices.

Andrejko's (1999) study observed teacher and principal perceptions of the implementation of the teacher portfolio in facilitating growth-oriented teacher assessment. He used a pre- and post-research design involving teachers drawn from 14 public elementary, middle, and high schools grouped in control and experimental groups. The TEP created by Stiggins and Duke (1988), made use of the gathering of pre- and post-data. Interviews provided qualitative data for the study.

Andrejko (1999) examined teacher and principal perceptions of the use of portfolios in promoting professional growth in an experimental research involving teachers in fourteen Pennsylvania schools. A perceived gain was indicated in the quality

of the evaluation process. The portfolio process was determined to be more comprehensive and had a positive influence on professional growth. This study showed that portfolios were not perceived as time consuming if used with other methods of assessment, which is in opposition to the results of other studies.

In a case study, Xu (2002) examined an urban elementary school spotlighting teacher portfolios as a means to encourage professional growth. This study integrated information from 12 teachers, a staff developer, and a principal who were interviewed two different times. Portfolios plus other significant documents offered additional data for the research. Xu's case study indicated that the portfolio process enhanced teacher professional development by intensifying teacher understanding of how to deliver content, allowed teachers to be more reactive to student needs, encouraged ongoing inspection of practice, showed the need for reexamination of the import of their work, and prompted risk taking.

A study of the components of a new professional growth and evaluation system that included portfolios in the Williamsburg James City County School District in Virginia was looked at by Tucker and colleagues (2003). In this multi-year study, observations, document review, focus groups, and surveys of teachers and administrators from 11 schools were examined. A portfolio content analysis along with administrator and teacher perceptions about the value of portfolios were investigated to determine the degree portfolios speak to standards set forth in the Personnel Evaluation Standards. This study was replicated again by Attinello, Lare, and Waters (2006) with a bigger population in a Georgia school district.

Tucker and colleagues (2003) studied the use of portfolios as an evaluation with the precise intent to promote growth in fourteen schools in the Williamsburg area of Virginia. The researchers acted as active participant observers. They used qualitative and quantitative methods as they surveyed teachers ($N = 309$) and administrators ($N = 15$) and held focus groups. Results indicated portfolios were constructive in showing teacher accomplishments and strength of work; they were fair and accurate; the reflection component of the process was seen as positive; and they went hand-in-hand in the company of classroom observations. This research also suggested a lack of criteria for portfolios created uncertainty and reported the portfolio process was time-consuming.

Attinello and colleagues (2006) also studied the value of a district-wide, portfolio-based teacher evaluation system in the southeastern region of the U.S. This large study used a qualitative and quantitative methods with teachers ($N = 752$) and administrators ($N = 46$) in 23 schools. They also held personal interviews with 10 teachers and four administrators and conducted three focus groups involving eight teachers and eight administrators to enrich the study. The results indicated teacher portfolios were more accurate and comprehensive than the traditional “snapshot observation.” Time issues were a concern, but the study found portfolios show promise as a tool for teacher evaluation and professional growth.

While looking for understanding of the role portfolios can best serve, researchers have studied documents, observed teachers, administered surveys, and conducted interviews to recognize and analyze the use of portfolios with teachers. Small studies have investigated the value of portfolios as a means for reflection or formative

assessment, or their influence on professional growth, teacher performance, and student success. The small number of large-scale studies have paid attention mainly to portfolios for professional growth.

One of the largest studies of portfolios is the Transforming the Assessment of Teachers (TAP). This study considered alternative assessments at Stanford University from 1986 to 1990. Teachers were required to create portfolios, work together with others, and design practices to support professional growth. The project's results point to portfolios as showing potential for teacher assessment, proving helpful in building a community of learners, and inviting discussion about teaching. The results also suggested concerns related to portfolio use. These concerns were how teachers shared artifacts, articulation requirements, and the "show vs. substance" character of portfolio presentation (Collins, 1990).

It is not clear whether alternative assessment or licensing methods, such as portfolios, are better at evaluating teachers (Harrington-Lucker, 1996). Studies on the use of teacher portfolios as part of an appraisal/licensing process are limited, and those conducted have involved a moderately small sample of teachers. There is a need to establish the advantage and the value of employing portfolios in the licensing process for teacher evaluation and professional improvement. There needs to be evidence of this value in a larger teacher population that includes participants teaching at all grade levels. More study is needed to find out whether new or returning teachers view portfolio process is an accurate, useful, and practical instrument for use in a professional evaluation and if they have been implemented in a collaborative manner with teachers. It

is the goal of this study to add to the body of knowledge in the area of teacher portfolios by collecting data from a large population of teachers with a predominately quantitative method. With the national demand for educational improvement and accountability, all aspects of the teacher evaluation process, including alternative measure of assessment such as portfolios, need to be studied and evaluated for their potential effect on instructional practices, teacher quality, and professional growth.

Summary

It has been more than 25 years since the release of *A Nation at Risk* and educators, legislators, and the public have challenged the methods used by the nation's schools to prepare learners (Buday & Kelly, 1996). Demanding teacher quality in order to improve instruction has been called for by national organizations and state boards of education, such as Utah's, as they implement changes in test and licensing requirements for teachers. Colleges and universities are also taking a closer look at how they prepare and assess the advancement of future teachers.

Specialists concur that throughout history the emphasis in teacher evaluation has been essentially on assessment for high stakes employment-related issues rather than focusing on professional growth. Current thinking in education advocates more authentic, constructivist, and differentiated modes, using various data sources to report the complex nature of quality teaching (Harrington-Lueker, 1996), and to promote professional improvement. Evidence concerning their use is incomplete.

Portfolios as part of an assessment process have been recognized for their value

by a number of national and state organizations and institutions including the USOE and NBPTS. A clearer and enriched picture can be developed with portfolios of the teacher's abilities in the classroom. The parts of the process inherent in the portfolio that support teacher improvement, including reflection on teachers' practices, collaboration, and collegiality, all have been shown to influence positive teaching practices. "We don't learn from experience. We learn from reflection on our experience" (Dewey, 1944). Due to their authentic nature, portfolios are attractive. They have the ability to certify the complexities of teaching, and their support of self-reflection and collaboration (Tucker, Stronge, & Gareis, 2002). Despite apprehension related to the time required for reflection, ambiguous criteria, and the subjectivity of portfolio evaluation, those concerns cannot offset the documented positive results of the process and the possible effect it may have on teacher quality and overall school restructuring efforts.

More study is needed on the portfolio process and whether it has potential ability to create a more valid and reliable method of teacher appraisal and its influence on teacher-directed professional growth and teacher quality. Research associated with the use of teacher portfolios as a part of an appraisal process is limited and uses mainly qualitative designs, and relatively undersized samples of teachers. There is a need to determine the benefits of using portfolios in the appraisal/licensing process. It needs to be shown if the portfolio is a useful instrument to measure professional growth in a larger teacher population that includes participants at all grade levels.

CHAPTER III

METHODOLOGY

The perceived value of EYE Teacher Portfolios as part of a teacher licensing system in Utah was investigated in this study. Chapter III communicates the measures and methodology that were used in the study as well as the units of analysis, the instrument, the data gathering methods used in gathering data, and the data analysis procedures.

The purpose of the study is to appraise teacher perceptions of the accuracy, utility, feasibility, and appropriateness of teacher portfolios as part of Utah's EYE program. The particular model used in this study were adapted by the researcher based on field testing and reviews of current teacher portfolio literature (Attinelo et al., 2006; Campbell, Cignetti, Melenzyer, Nettles, & Wyman, 2001; Curry & Cruz, 2000; Danielson, 2001; McLaughlin et al., 1998; Peterson, 2000; Stronge, 2002; Tucker et al., 2002).

The study answers five research questions.

1. To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's portfolio as an accurate measure of teacher performance?
2. To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's portfolio as a useful tool for professional growth?
3. To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's

portfolio as feasible?

4. To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's portfolio as an appropriate tool for developing positive effects on their teaching practices?

5. How does Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the value of the teacher's portfolio related to:

- (a) required district portfolio format
- (b) teaching assignment (i.e. elementary, secondary, special education)
- (c) number of years teaching
- (d) age of the teacher
- (e) district employed by
- (f) district training in portfolio development
- (g) district use of portfolio (initial and sustained use)

Research Design

Unit of Analysis

This study examines teacher perception of portfolio-based teacher evaluation and uses a survey research method to describe the phenomenon. The data were collected from elementary, secondary, and special education teachers in the 40 districts in Utah. Data were gathered by administering an electronic questionnaire to teachers who have

completed the program since its implementation in 2003. Additional data were collected by reviewing individual district portfolio documents and asked two close-ended questions of each district EYE coordinator.

Procedures

A questionnaire developed by Tucker and colleagues (2002) was adapted and used to assess teachers' knowledge of and attitudes toward portfolio-based teacher appraisals (see Appendix D). The instrument design offered a quantitative description of the population to enable the researcher to draw inferences about characteristics, behaviors, or attitudes of the general teacher population (Creswell, 1994). Open-ended questions supplement the quantitative results of the study. The researcher contacted the 40 district EYE coordinators to respond to two closed-ended questions and collected documents containing the individual district portfolio requirements. The following questions were asked.

1. Do districts use the EYE teacher's portfolio when advancing teachers from Level I to Level II certification?
2. Do districts use EYE portfolios after a teacher has been advanced from Level I to Level II certification?

Participants

The participants of this study came from the population of Utah's primary and secondary public school teachers who have completed the EYE program between academic years 2003-04 and 2006-07, a total of four academic years. In cooperation with

the USOE, electronic access to the complete population was possible. The census size was 1,790. Participants currently teaching were classified as “active” ($N = 1508$). Participants no longer teaching were classified as “inactive” ($N = 282$). Only active participants were invited to participate in the survey. The EYE program coordinator in each of the 40 districts was contacted by email and telephone to ask two close-ended questions and provide individual district portfolio requirements. This study was restricted to public school teachers only; teachers licensed to teach in non-public schools were excluded from the initial population of this study.

Instrument

The instrument developed by Tucker and colleagues (2002), entitled *Teacher Survey: Perceived Value of Teacher Portfolios* (see Appendix A) was adapted and used to collect quantitative data related to teachers’ perceived value of teacher portfolios. Pamela D. Tucker is an Assistant Professor of Education in the Curry School of Education at the University of Virginia and serves as the Director of the Principal Internship Program. James H. Stronge is Heritage Professor in the Educational Policy, Planning, and Leadership Area at the College of William and Mary, Williamsburg, Virginia. Christopher R. Gareis is Associate Dean for Professional Services in the School of Education at the College of William and Mary. Permission to use instrument was granted on October 20, 2007 (see Appendix E).

Tucker and colleagues (2003) explored the perceptions of teachers ($N = 606$) regarding the use of portfolios by distributing their survey to teachers in a school system in Williamsburg-James City County School District. The survey items addressed the four

basic tenets of *The Personnel Evaluation Standards* developed by the Joint Committee on Standards for Educational Evaluation (Stufflebeam, 1988):

1. Accuracy—produces sound information about a teacher’s qualifications or performance.
2. Utility—provides timely, informative, and meaningful information in the evaluation;
3. Feasibility—offers an efficient, easy to use, and viable evaluation in regards to teacher’s time; and
4. Appropriateness—appropriate legally, ethically, and with due regard for the welfare of teachers.

The survey uses a 4-point Likert-type scale of “Strongly Agree” (4) to “Strongly Disagree” (1) with the option of “Don’t Know” (0) for 18 questions that address how the specific elements of each of the *Personnel Evaluation Standards* is used in assessing performance and the degree to which the portfolio process promotes professional development. Two open-ended questions were related to the advantages and disadvantages of portfolios as part of an evaluation process.

Prior to the use of the electronic questionnaire, a pilot study was conducted with eleven preservice teachers to determine if the delivery, the directions, and the individual questions are clear and understandable to the participants. The pilot study confirmed face validity and a sound delivery method.

Construct validity. The instrument was designed by experts in the field of teacher evaluation and was based on the *Personnel Evaluation Standards* developed by The Joint

Committee on Standards for Educational Evaluation (Shufflebeam, 1988). Through the expert judgment of Tucker, Stronge, and Gareis, specific questions were developed in alignment with the four categories of the National Personnel Evaluation Standards identified by The Joint Committee: accuracy, utility, feasibility, and appropriateness. Each of the four categories corresponds to the four basic attributes of sound teacher evaluation (Shufflebeam).

Tucker and colleagues (2002) conducted an expert review for clarity and conceptual integrity of the survey. The data from the survey and statistical analysis yielded the internal consistency reliability coefficients. The statistical procedure used to determine internal consistency reliability was the coefficient alpha method, which produces a measure of internal consistency ranging between 0 and 1.00. The measure of internal consistency reliability indicates whether the survey items within each of the four areas of the instrument (Accuracy, Usefulness, Feasibility, and Appropriateness) consistently measured the same knowledge area. The internal consistency reliability coefficients results for the teachers ($n = 752$) were .90, .89, .90, .82, and .95. Reliabilities fell in an acceptable range.

Data Collection

The selection of Utah as the site for the study was based on USOE reform efforts and the implementation of the EYE program. The director of the EYE program at the USOE's Department of Teacher Quality was contacted by phone and a contact with the director of the Teacher Quality department followed. Legal procedures for privacy of teachers were researched and approved by the USOE. A letter of authorization and

support was sent to the researcher and contact information for participants and district EYE coordinators was released (see Appendix F).

A multistage procedure was used for this study. The following describes the procedure and the quantitative and qualitative methodology that were employed (according to the tenets of Dillman, 2007).

Stage one. To conduct the survey, an introductory email was sent to all members of the population of teachers explaining the study, its importance, and the aim to maintain survey anonymity. The link to the web survey was embedded in the introductory email. Participants were instructed to go to the website and complete the 25-question survey instrument. Reminder emails were sent to those who had not responded and were delivered at one week intervals for 3 weeks after the original introductory emails were transmitted. Thank-you emails were generated automatically as participants submitted completed surveys. Dillman (2007) suggested acceptable electronic survey response rates are 58%.

Stage two. In order to research the relationship of required district portfolio format, district training in portfolio development, and district use of portfolio (initial and sustained use), the researcher contacted the 40 district EYE coordinators. Contact information was provided by the USOE. An email was sent to introduce the study and solicit the coordinator's assistance in providing information through a future telephone call. A call was placed the following week asking two closed-ended questions and a request to provide documentation of the district's EYE portfolio requirements.

Data Analysis

The study implemented Dillman's (2007) "Tailored Design Method" for surveys. As surveys were returned, quantitative data were entered into an Excel spreadsheet. SPSS was used to analyze the data from the spreadsheet. Descriptive statistics were used to summarize the results of those questions using a Likert-type scale. "Strongly Agree" was given a score of 4, "Agree" a score of 3, "Disagree" a score of 2, and "Strongly Disagree" a score of 1 with the option of "Don't Know" scoring 0 (not used in analysis results). The mean and standard deviation for the four subscales of Accuracy, Utility, Feasibility, and Appropriateness were calculated and presented in a table. Table 1 shows an example of the questions from the survey that form sub-scales Appropriateness.

Quantitative analysis of the data were used to determine the mean ratings and standard deviations for each item and for each of the four subscales. A correlation coefficient procedure was used to determine the relationship between:

Table 1

Example of the Items for Establishing Mean Score and Standard Deviation for the Subscale Appropriateness

Sample subscale	Questionnaire items that constitute the subscale
Appropriateness	<ol style="list-style-type: none"> 1. The portfolio was a fair means for me to demonstrate my performance of professional standards. 2. The portfolio gave me a greater role in the evaluation process. 3. The portfolio promoted two-way communication between my administrator and me. 4. The portfolio increased the ability for teachers and administrators to learn from each other.

1. required district portfolio format
2. teaching assignment (i.e., elementary, secondary, special education)
3. number of years teaching
4. age of the teacher
5. district employed by
6. district training in portfolio development
7. district use of portfolio (initial and sustained use)

Depending on the scale of measure (i.e., nominal, ordinal, interval, or ratio), the appropriate correlation coefficient was utilized (e.g., Point-Biserial and Pearson's product). The correlation coefficient measures the degree to which two things vary together or inversely (Rummel, 1970). Table 2 displays the variables, scales of measure, and type of correlation coefficient to be used.

The close-ended question responses were coded to determine district portfolio use. The open-ended responses were transposed to qualitatively analyze for common themes and patterns using open coding. The investigator formed categories from the data

Table 2

Recommended Correlation Coefficient Based Variable Scale of Measure (p. 238, Creswell, 2002)

	District portfolio format (nominal)	Teacher assign. (nominal)	Age (ratio)	Years of experience (ratio)	District employed by (nominal)	District training (nominal)	District portfolio use (ordinal)
Portfolio value and subscales (interval)	Eta	Eta	Pearson product moment	Pearson product moment	Eta	Point-Biserial	Spearman rank order

and within each category look for data to show properties of the category (Creswell, 1998). The individual district portfolio requirement documents were reviewed using the same method to develop categories of types or models of portfolio formats implemented.

Summary

The research design and data analysis described in this chapter serve as a guide for comprehensive and organized data collection. The survey method is useful for investigating educational issues (Gay & Airasian, 2000). The analysis of the data in Chapter IV of this survey research was used to determine and illustrate perceptions of new and returning teachers in Utah who have completed the EYE portfolio as to their value. Responding teachers helped answer the research questions with quantitative information and district EYE coordinators provided information that can be qualitatively added to the line of inquiry. Correlation coefficients were used to determine the relationship between the teachers' perceived value of the portfolio process in advancing from Level I to Level II and selective characteristics of teachers and the USOE EYE program.

CHAPTER IV

DATA AND ANALYSIS

Introduction

The aim of this study was to study the use of the portfolio as an assessment and professional development device in a teacher licensing process. In particular, the study was to explore teachers' perceptions of the value of a portfolio-based appraisal system as an instrument for evaluation and professional growth. The results of the study will describe the perceived value of teacher portfolios related to its ability to measure accuracy of teacher performance, its ability to have usefulness as a tool for professional growth, its ability demonstrate feasibility with regard to teacher time, and its ability to be an appropriate tool for developing positive effects on teaching practices.

Chapter IV identifies the results of the quantitative and qualitative data gathered from teachers through the adapted survey instrument developed by Tucker and colleagues (2002), entitled *Teacher Survey: Perceived Value of Teacher Portfolios* (see Appendix A). The survey instrument was delivered electronically to a census of Utah primary and secondary teachers who had completed the EYE teacher portfolio and received their Level II license in the years 2003-2006. In addition, phone interviews were conducted to collect data from Utah school district EYE contact persons to clarify and illuminate the results.

Instrument

The items on the survey adapted from Tucker, Stronge, and Gaires, entitled *Teacher Survey: Perceived Value of Teacher Portfolios* (see Appendix A), address the four basic tenets of *The Personnel Evaluation Standards* developed by the Joint Committee on Standards for Educational Evaluation (Shufflebeam, 1988).

The survey implemented a four-point Likert scale that ranged from “strongly agree” (4), “agree” (3), “disagree” (2), to “strongly disagree” (1) with the option of “don’t know” (0) for all quantitative responses that address the specific elements of each of the *Personal Evaluation Standards*. A rating of 4 is the most supportive or favorable response (“strongly agree”), 0 being the least supportive or least favorable response. The authors of the instrument considered 2.5 to be the midpoint (Tucker et al., 2002). Therefore, in the analysis, participant responses on the survey instrument with means of 2.5 or greater were referred to as moving to supportive or favorable perceptions and responses with means less than 2.5 were referred to as moving to less supportive or unfavorable perceptions. For analysis, 0 was not used. The internal consistency reliability coefficients results for the adapted survey used by Utah teachers ($n = 601$) were .90, .93, .92, .93, and .94. Reliabilities fell in an acceptable range.

Two open-ended questions on the survey instrument addressed the advantages and disadvantages of portfolios as part of a licensing process. The survey asked one open-ended question about the training the teacher’s individual district had provided to prepare the teacher to complete the portfolio. To provide additional insight into the perceptions of the participants on the Likert-scaled questions, responses from open-ended, district EYE

contact person interviews, and district data were categorized according to themes and then analyzed. Prior to the study, the researcher piloted the email invitations as well as the survey instruments with 13 preservice teachers to determine if the directions and the individual questions were clear and understandable to the participants.

To get additional insight to illuminate the survey responses, each of the 40 district EYE contacts were interviewed by phone concerning the value they place on the teacher portfolio. District personnel were asked two closed questions. The answers were assigned a one for “no” or a two for “yes.” Responses were added together, averaged, and used for correlations. The questions were as follows.

1. Do the districts (verses the principal) conduct the evaluations which use the EYE teacher’s portfolio when advancing teachers from Level I to Level II certification?
2. Do districts use EYE portfolios after a teacher has been advanced from Level I to Level II certification?

The district contacts were also questioned about the format of the portfolio in their district. The descriptions were grouped by similarities and assigned a number (see Appendix G). Some districts provided documentation. Six common formats were identified: no format (0), state-recommended format (1), state-recommended format plus additions (2), individual format (3), same as another district’s format (4), and format based on INTASC standards (5).

Participants

Site Information

The participants in the study were drawn from public school teachers from 40 school districts in Utah. Since 2003, Utah has had a new licensing process, the EYE program, which requires the completion of a teacher portfolio. The participants had completed the mandatory EYE program and received their Level II license.

Response Rate

An email invitation to participate in the survey was sent to all of the 1207 eligible teachers in Utah. One week after the initial invitation a reminder email was sent to non-responders. A final email invitation to complete the survey was sent one week later to those who had still not responded. The 679 respondents (56% return rate) to the survey include 601 usable responses. There were 78 partial or opted out responses to the survey. A response rate of email surveys for generalization of the results is reported by Instructional Assessment Resources (IRA, 2007) as 40% average, 50% good, and 60% very good. An independent samples t-test was conducted using the variable of the district the teachers were employed by. There was no significant difference between the groups of responders and non-responders to the survey. Therefore, the results of this study may be considered representative of the teachers in the Utah public school system.

Table 3 illustrates the frequency distribution for the variable related to teaching assignment, district training, and portfolio format of the survey participants.

Approximately 52% of the respondents were elementary level teachers. The balance of

Table 3

Frequency Data for Teaching Assignment, District Training, and Format

Variable	Category	Response number	Valid %
Teaching assignment	Elementary	311	51.7
	Secondary	227	37.8
	Special education	63	10.5
Training	No training	149	24.8
	Little training	136	22.6
	Moderate training	146	24.3
	Excellent training	103	17.1
	Very expensive training	67	11.1
Format	No format	2	.3
	State recommendations	101	16.8
	State recommendation + additions	297	49.4
	Individual format	173	28.8
	Same as another district's format	2	.3
	INTASC standards based	26	4.3

respondents, 38% and 10%, were secondary and special education teachers, respectively. Twenty-five percent of the respondents indicated “no training” was provided, approximately 23% indicated “little training,” and 24% said “moderate training.” About 17% responded that “excellent training” was provided and 11% indicated “very extensive training.”

Almost one half of the respondents, 49.4%, indicated they used the state recommended format for the teacher portfolios plus several additional lines of evidence. Roughly, 29% of the participants reported they used an individual format, while 16.8% used the state recommended format. The remaining formats were described as based on

the INTASC standards (4.3%), based on another district's model (0.3%), and two districts based on "no format" (0.3%).

Results

Results in this chapter include information related to each of the five research questions. They are: (a) teacher perceptions of portfolios as an accurate measure of teacher performance; (b) teacher perceptions of portfolios as a useful tool for professional growth; (c) teacher perceptions of the feasibility of the time required for portfolio development and review; (d) teacher perceptions of the appropriateness of portfolios in assessing teaching practices; and (e) the correlation of the teachers' perception of the value of portfolios (and subscales) and format, age, teacher's experience, district value, and training (see Appendix J).

Table 4 illustrates the descriptive statistics for the dependent variables of perceived value of the EYE teacher portfolio. All means for the variables of total perceived value of the teacher portfolio and each subscale fall close the 2.5 (favorable) levels. Interestingly, the standard deviations for all subscales fall consistently between the 0.54 to 0.62 ranges, with only a 0.08 variance. A substantial number of participants indicated a "Don't Know" selection in response to survey item 5 ($n = 106$, 17.6%), item 14 ($n = 60$, 12.8%), item 18 ($n = 53$, 8.8%) and item 16 ($n = 50$, 8.3%; see Appendix D).

Research Question 1

Research Question 1 asked, "To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification,

Table 4

Descriptive Statistics for the Dependent Variables

Variable	<i>M</i>	<i>SD</i>	Median	Mode	Skewness	Skewness <i>SD</i>	Kurtosis	Kurtosis <i>SD</i>
Total value	2.56	.54	2.55	2.00	.29	.10	.01	.20
Accuracy	2.53	.61	2.40	2.00	.27	.10	.26	.20
Utility	2.51	.60	2.50	2.00	.16	.10	.21	.20
Feasibility	2.58	.62	2.67	2.00	.39	.10	-.12	.20
Appropriateness	2.62	.60	2.50	3.00	.20	.10	.01	.20

perceive the teacher's portfolio as an accurate measure of teacher performance?" To answer Research Question 1, responses from the surveys across and within groups of teachers were analyzed. The mean score for the subscale of the teacher perception of the portfolio's accuracy was 2.52 with a standard deviation of 0.61. This mean is seen as at or slightly above the midpoint of 2.5 indicating a favorable perception of value.

Table 5 shows the forced questions data for those items used in the Accuracy subscale scores and their descriptive statistics.

Qualitative data collected through the open-ended survey instrument questions were categorized and gave additional information with respect to the accuracy of portfolios. When asked about the advantages and disadvantages of portfolios on the survey, the teachers' second most common response with respect to disadvantages was their possible inaccuracy. They stated that:

1. Portfolios do not necessarily reflect teaching ability;
2. Great portfolios can be created by individuals who may not be very good in the classroom; and

Table 5

Survey Forced Question Data for the Value Subscale of Accuracy

Item statistic		1. The portfolio was an accurate reflection of my performance of professional standards.	2. The portfolio was an accurate reflection of my performance of professional standards	3. The portfolio was a means to provide evidence of my fulfillment of profession standards not readily observable.	4. The portfolio helped the principal to know me better.	5. My principal used my portfolio in evaluating my performance under Utah's EYE.
Strongly agree	#	42	44	39	143	81
	%	7.0	7.3	6.5	23.8	13.5
Agree	#	162	219	173	236	176
	%	27.0	36.4	28.8	39.3	29.3
Disagree	#	338	286	311	147	192
	%	56.2	47.6	51.7	24.5	31.9
Strongly disagree	#	31	24	53	30	46
	%	5.2	4.0	8.8	5.0	7.7
Don't know	#	28	28	25	45	106
	%	4.7	4.7	4.2	7.5	17.6
Mean		2.38	2.49	2.34	2.88	2.59
SD		.70	.70	0.74	.85	.87
Median		2.00	2.00	2.00	3.00	3.00
Mode		2	2	2	3	2
Skewness		.062	.33	-.37	-.31	.46
Skewness SD		.10	.10	.10	.10	.11
Kurtosis		.18	-.22	-.69	-.63	-.72
Kurtosis SD		.20	.20	.21	.21	.22

3. Portfolios can be “faked.”

A teacher answered, “Unfortunately, anybody who didn't have the time or didn't care could easily fake these reflections making them near worthless for assessment of a teacher's performance.” Other similar comments from the open-ended questions were:

1. “A portfolio doesn't show you are a better teacher, anyone can make themselves look good in a portfolio what matters is what you do in the class.”

2. “No offense, but it’s all B.S. Every teacher I’ve ever talked to B.S.’s it so they can get their level 2. I mean, the actual portfolio is done, and usually it reflects actual lessons that were taught, but it DOESN’T reflect actual teaching that goes on from day to day.”

3. “I spent more time worrying about the portfolio that I should have used to develop lesson plans and solve classroom problems. To me it was just busy work that in the end did not really show my ability as a teacher as it never showed direct results. Anyone can write a lesson plan but only good teachers have the ability to teach them. Each class is different and there was never any place to show how a teacher adjusted his/her lessons to meet individual needs.”

Minimal contrasting comments were noted similar to the following, “A portfolio is a fairly comprehensive picture of myself as an educator. Certainly it is much more so than a handful of administrative observations.”

Analysis of Research Question 1”To what extent do Utah’s primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher’s portfolio as an accurate measure of teacher performance?” yielded the following result:

1. Utah teachers believed portfolios had a perceived value above the favorable midpoint as an accurate measure of teacher performance.

Research Question 2

Research Question 2 asked, “To what extent do Utah’s primary and secondary teachers, who have completed the EYE program and advanced to Level II certification,

perceive the teacher’s portfolio as a useful tool for motivating professional growth?” To answer Research Question 2, responses from teachers to the survey were analyzed. The mean score for the value subscale of Utility was 2.51 with a standard deviation of 0.60. The mean falls slightly above the midpoint of 2.5 on the Likert scale. It can be concluded that the teachers had a slightly favorable perception of the value of portfolios as a useful tool for motivating professional growth.

Table 6 shows the forced questions data for those items used in the Utility subscale scores and their descriptive statistics.

Table 6

Survey Forced Question Data for the Value Subscale of Utility

Item	Statistic	6. The portfolio promoted good teaching practices.	7. Development of a portfolio encouraged self-reflection about my work.	8. Development of a portfolio helped me to think differently about my work as a teacher.	9. Development of a portfolio encouraged me to change instructional practices.	10. Development of a portfolio assisted me in identifying areas of strength and weakness.	11. Preparing a portfolio promoted or advanced my professional development.
Strongly agree	#	47	34	60	72	42	78
	%	7.8	5.7	10.0	12.0	7.0	13.0
Agree	#	176	130	264	324	211	263
	%	29.3	21.6	43.9	53.9	35.1	43.8
Disagree	#	314	336	220	166	292	206
	%	52.2	55.9	36.6	27.6	48.6	34.3
Strongly disagree	#	41	91	36	18	42	23
	%	6.8	15.1	6.0	3.0	7.0	3.8
Don't know	#	23	10	21	21	14	31
	%	3.8	1.7	3.5	3.5	2.3	5.2
Mean		2.40	2.18	2.60	2.78	2.43	2.69
SD		0.74	.76	.76	.70	.73	.75
Median		2.00	2.00	3.00	3.00	2.00	3.00
Mode		2	2	3	3	2	3
Skewness		-.44	.49	-.05	-.22	.24	.00
Skewness SD		.10	.10	.10	.10	.10	.10
Kurtosis		-.08	.16	-.34	-.04	-.20	-.44
Kurtosis SD		.20	.20	.20	.20	.20	.20

While the value of usefulness was seen as favorable, qualitative data were collected, categorized, and analyzed with respect to the advantages and disadvantages of teacher portfolios. The data supports the concept of self-reflection as the most important element provided in the portfolio process and was useful to promote growth. Some comments included the following.

1. “It was of the most value to me personally. It encouraged me to evaluate what I did and make changes as needed. It guided me in becoming a better teacher.”

2. “It required me to self reflect and think analytically about my performance within a particular standard or teaching approach, which is something that teachers need to do constantly in order to be an effective teacher.”

3. “A major advantage of portfolios is it provided me the opportunity to create and reflect on proper classroom practices. It also provided the opportunity for enhancement of my teaching capabilities and increased my desire to receive professional development.”

Less positive responses included, “It didn’t encourage me to do anything I wasn’t already doing. If I wasn’t already reflecting on my teaching I probably would have made something up to put in my portfolio. My principal had been in to observe me several times so he didn’t get to know me any better by looking at the portfolio” and “The fact that the administration can’t grade the portfolio, just check off that I had it complete hindered my motivation to do a good job.”

Analysis of Research Question 2, “To what extent do Utah’s primary and secondary teachers, who have completed the EYE program and advanced to Level II

certification, perceive the teacher's portfolio as a useful tool for motivating professional growth?" yielded the following result:

1. Teacher perceived portfolios as limited in encouraging teacher self-reflection of their work.
2. Teachers believed the value of developing portfolios is favorable to promote teacher professional growth.

Research Question 3

Research Question 3 asked, "To what extent do Utah's primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher's portfolio as feasible?" To answer Question 3, responses from the surveys across groups of teachers were analyzed. The means of the teachers' perception of value for the portfolio's Feasibility in relationship to the teacher's time was 2.58 with a standard deviation of 0.62. This mean falls near the 2.5 midpoint on the Likert scale and indicates a favorable perception of value.

Table 7 shows the forced questions data for those items used in the Feasibility subscale scores and their descriptive statistics.

Qualitative information gleaned from the instrument's open-ended questions and categorized according to common themes, overwhelmingly identified time ("waste of time" or "time consuming") as the number one disadvantage of the portfolio process. Resulting comments were as follows.

1. "As a newer teacher it seemed at times that it was just something else I had to do."

Table 7

Survey Forced Question Data for the Value Subscale of Feasibility

Item statistic		12. The time required by me to develop a portfolio was reasonable.	13. The portfolio was a practical strategy for me to demonstrate my performance of professional standards.	14. The portfolio offered additional information at the evaluation review conferences.
Strongly agree	#	87	68	84
	%	14.5	11.3	14.0
Agree	#	163	207	226
	%	27.1	34.4	37.6
Disagree	#	305	273	214
	%	5.7	45.4	35.6
Strongly disagree	#	27	27	17
	%	4.5	4.5	2.8
Don't know	#	19	26	60
	%	3.2	4.3	12.8
<i>Mean</i>		2.53	2.55	2.70
<i>SD</i>		.80	.76	.77
<i>Median</i>		2.00	2.00	3.00
<i>Mode</i>		2	2	3
<i>Skewness</i>		.50	.32	.15
<i>Skewness SD</i>		.10	.10	.11
<i>Kurtosis</i>		-.55	-.44	-.64
<i>Kurtosis SD</i>		.20	.20	.21

2. “My administration didn’t even open my portfolio after the hours and hours of preparation. It became just another hoop to jump through to become licensed.”

3. “The portfolios mandated materials could have been managed better. I felt that the school district is placing too much emphasis on busy work, when first year teachers have enough on their plates.”

4. “This portfolio was a lot of work and an absolute waste of time. If the state wants to keep teachers, they can’t assign them more work to do. I already put in 10-12 hour days and work my tail off to provide a good education for my students. That is what

counts! Teachers need more time to plan, prepare and teach. They do not need to spend precious time putting together yet another portfolio.”

5. “It was a colossal time waster. So many components seemed like nothing but busy work and loophole jumping. It would have better served me to work on my lesson plans that directly related to the curriculum and not to EYE requirements. It didn’t foster any interaction between me and others.”

6. “It felt more like a hoop than a learning opportunity. I don’t believe principals look at the portfolio. The only individuals that saw it were those on the review board. No comments were given. The only feedback given was a pass or revisit.”

Analysis of Research Question 3 “To what extent do Utah’s primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher’s portfolio as feasible?” yielded the following results:

1. Respondents perceived the amount of time required by teachers to develop portfolios takes too much time.
2. Teachers perceived there was value in using their time in developing the portfolio.

Research Question 4

Research Question 4 asked, “To what extent do Utah’s primary and secondary teachers, who have completed the EYE program and advanced to Level II certification, perceive the teacher’s portfolio as an appropriate tool having a positive effect on their teaching practices?” To answer Research Question 4, responses from the surveys across groups of teachers were analyzed. The mean for the value subscale of Appropriateness

was 2.61 with a standard deviation was 0.60. This subscale score was from the midpoint of favorability than other dependent variables on the Likert scale but is still very close to the 2.5 mark.

Table 8 shows the forced questions data for those items used in the Appropriateness subscale scores and their descriptive statistics.

Qualitative information gathered, categorized, and analyzed from the survey open-ended questions were mixed in identifying the portfolio as an appropriate way to effect positive teaching practices and in the teacher's relationship with their

Table 8

Survey Forced Question Data for the Value Subscale of Appropriateness

Item statistic		15. The portfolio was a fair means for me to demonstrate my performance of professional standards.	16. The portfolio gave me a greater role in the evaluation process.	17. The portfolio promoted two-way communication between my administrator and me.	18. The portfolio increased the ability for teachers and administrators to learn from each other.
Strongly agree	#	46	47	96	82
	%	7.7	7.8	16.0	13.6
Agree	#	187	225	262	275
	%	31.1	37.4	43.6	45.8
Disagree	#	316	255	191	176
	%	52.6	42.4	31.8	29.3
Strongly disagree	#	25	24	26	15
	%	4.2	4.0	4.3	2.5
Don't know	#	27	50	26	53
	%	4.5	8.3	4.3	8.8
Mean		2.44	2.54	2.74	2.77
SD		.70	.71	.79	.73
Median		2.00	2.00	3.00	3.00
Mode		2	2	3	3
Skewness		.52	.22	-.08	-.05
Skewness SD		01.0	.10	.10	.10
Kurtosis		-.07	-.30	-.51	-.40
Kurtosis SD		.20	.21	.20	.21

administrators. On the positive side, the teachers responded:

1. “One major advantage of the portfolio was the process of creating the portfolio. I used good teaching practices and fine honed my curriculum design.”
2. “Opened lines of communication between my administrator and I.”
3. “The portfolio gave me a way to communicate with the administrator about my good teaching practice. It helped me to think about what I needed to do to organize my assessments and instruction. It let me share my activities and plans for development as a teacher.”

Other teachers expressed conflicting opinions:

1. “The structure of the portfolio is too restrictive. In order to make it work you have to modify many of the artifacts to fit within its structure. Therefore, it becomes time-consuming, tiresome, and in the end useless for future purposes.”
2. “I don’t know that the portfolio gives an accurate view of my teaching. I learned from daily practice and from peers in a NON structured environment. I thought it was cumbersome to have to fill out a form for everything I put into my portfolio.”
3. “It was lots of documentation on my part, and it seemed like the portfolio would have been helpful if I were presenting to someone that didn’t know me but my principal already knew a lot about my teaching and my classroom from observing me numerous times. The portfolio seemed like a good idea if I was searching for a job but it didn’t seem very relevant to what I was doing in my classroom right now. I doubt that I would refer back to it in the future to get ideas.”

Analysis of Research Question 4 “To what extent do Utah’s primary and

secondary teachers who have completed the EYE program and advanced to Level II certification perceive the teacher's portfolio as an appropriate tool for developing positive effects on their teaching practices?" yielded the following results.

1. Teachers felt the value of the appropriateness of the portfolio in developing positive effects on teaching practices was the most favorable of the four subscales but very close to the 2.5 Likert scale midpoint.

2. Teachers were mixed on their perception that portfolios promote good teaching practices in relationship with their administrators.

Research Question 5

Research Question 5 asked, "How does the perceived value of Utah's primary and secondary teachers who have completed the EYE program and advanced to Level II certification of the teacher's portfolio relate to:

- (a) required district portfolio format
- (b) teaching assignment (i.e., elementary, secondary, special education)
- (c) age of teacher
- (d) number of years teaching
- (e) district employed by
- (f) district training in portfolio development
- (g) district use of portfolio (weight and long-term use)"

To answer Research Question 5, responses from the surveys across and within groups of teachers were divided into six independent variables of format, teaching assignment, years of experience, district employed by, district training for portfolio, and

district use or value of the portfolio. A correlation coefficient was calculated to test the relationship between each of the independent variables and dependent variables.

Portfolio format. An analysis of the portfolio's format and teachers' perception of value showed there was no relationship between any of the subscales of value or to the total value score using an Eta correlation test.

Teaching assignment. An analysis of Research Question 5 determined to the relationship between teachers' perceived total value and each of the subscales of value and the teacher's job assignment (elementary, secondary, or special education). No relationship was found for the three subscales of Accuracy, Utility and Appropriateness. The total value and the subscale of Feasibility related to the teacher's assignment, although it is of little practical significance ($\eta = .11, < .05$ & $\eta = .13, < .05$). Table 9 illustrates these results.

Table 9

Relationships Between the Variable of Teacher's Job Assignment and the Perceived Value Portfolio

Dependent variable		<i>df</i>	Sig.	<i>F</i>	η
Total value	Between groups	2	.02*	3.90	.11
	Within groups	597			
Accuracy	Between groups	2	.06	2.81	.10
	Within groups	594			
Utility	Between groups	2	.08	2.61	.09
	Within groups	593			
Feasibility	Between groups	2	.01*	5.33	.13
	Within groups	593			
Appropriateness	Between groups	2	.06	2.89	.10
	Within groups	593			

*Correlation is significant at the 0.05 level

Table 10 reports the total value score is rated highest by elementary teachers. The secondary teachers recorded the second highest scores. Special education teachers scored the lowest value scores.

Age. The relationship between the teacher's age and teachers' perception of value was calculated. No relationship was found with the subscale values of Feasibility and Appropriateness. Results of the analysis demonstrate a relationship between the age and the subscales of Accuracy ($r = -.16, < .01$) and Utility ($r = -.13, < .01$). A relationship was also found between the total value score ($r = -.11, < .01$) and age. Evidence supports the conclusion that there is a relationship between teacher's age and whether the portfolio was an accurate measure of teacher performance. As the teacher gets older, the more negatively they view the Accuracy of the teacher portfolio. Further evidence indicates a stronger relationship between the teacher's age and the perception of the portfolio for motivating professional growth. As the teacher gets older the more negatively they view of the usefulness of the teacher portfolio.

Table 11 illustrates the displays the relationship between the teachers' perceived total value and each of the subscales of value and the teacher's age.

Table 10

Summary Table of Means for the Variable of Teacher's Job Assignment (Elementary, Secondary, or Special Education) and the Total Value

Teaching assignment	0.00-2.49	2.50-4.00
Elementary	119(38%)	191(62%)
Secondary	95(42%)	130(58%)
Special education	41(65%)	22(35%)

Table 11

Relationship Between the Variable of Teacher's Age and Portfolio Value

Dependent variable	<i>n</i>	<i>r</i>	Sig.
Total value	598	-.11	.01**
Accuracy	601	-.16	.00**
Utility	601	-.13	.00**
Feasibility	601	-.06	.17
Appropriateness	601	-.03	.44

**Correlation is significant at the 0.01 level (2-tailed).

Teacher's experience. Analysis of teacher's years of experience and teachers' perception of value found no relationship.

District of employment. The relationship between the teacher district of employment and their perception of value of the teacher portfolio was conducted. Results indicate a relationship ($\eta = .29, < .05$) between the district a teacher is working in and their total perception of value of the teacher portfolio. Relationships were also found between Utility ($\eta = .31, < .05$), Feasibility ($\eta = .29, < .05$) and Appropriateness ($\eta = .32, < .01$).

Table 12 illustrates the correlation coefficients for the relationship of the teachers' perceived total value and each of the subscales of value and the teacher's district of employment. See Appendix G for a summary table of district value means.

Table 13 illustrates the Frequencies of means for the variable of Teacher's District of Employment and the subscale of Accuracy.

Table 12

Relationships Between Variable of Teacher's District of Employment and Perceived Portfolio Value

Dependent variable	<i>df</i>	Sig.	<i>F</i>	η
Total value	36 561	.05*	1.43	.29
Accuracy	36 560	.44	1.02	.25
Utility	36 559	.01*	1.67	.31
Feasibility	36 559	.04*	1.47	.29
Appropriateness	36 557	.01**	1.72	.32

*Correlation is significant at the .05 level (2-tailed).

**Correlation is significant at the .01 level (2-tailed).

Table 14 reports the frequencies of means for the variable of Teacher's District of Employment and the subscale of Utility.

Table 15 illustrates the frequencies of means for the variable of Teacher's District of Employment and the subscale of Feasibility.

Table 16 reports the frequencies of means for the variable of Teacher's District of Employment and the subscale of Appropriateness.

District training level. To determine the relationship between the dependent variables and the variable of teachers' stated district training level, a point-biserial test was calculated. The results found a negative relationship between district training level and the perception of all value scores. The total value score ($r_{pb} = -.15, <.01$) and the

Table 13

Means for Teacher's District of Employment Variable and Total Value

District	0.00-2.49	2.50-4.00
Alpine	10(42%)	14(58%)
Beaver	8(47%)	8(53%)
Box Elder	1(33%)	2(67%)
Cache	7(32%)	15(68%)
Carbon	2(29%)	5(71%)
Daggett	NR	NR
Davis	32(46%)	38(54%)
Duchesne	2(33%)	4(67%)
Emery	0(0%)	2(100%)
Garfield	1(100%)	0(0%)
Grand	0(0%)	3(100%)
Granite	34(52%)	32(48%)
Iron	6(33%)	12(67%)
Jordan	46(46%)	55(54%)
Juab	3(100%)	0(0%)
Kane	NR	NR
Logan	3(50%)	3(50%)
Millard	1(33%)	2(67%)
Morgan	2(50%)	2(50%)
Murray	5(50%)	5(50%)
Nebo	29(58%)	21(42%)
North Sanpete	2(50%)	2(50%)
North Summit	0(0%)	1(100%)
Ogden	5(24%)	16(76%)
Park City	1(50%)	1(50%)
Piute	0(0%)	2(100%)
Provo	4(40%)	6(60%)
Rich	1(100%)	0(0%)
Salt Lake City	12(80%)	3(20%)
San Juan	2(40%)	3(60%)
Sevier	0(0%)	2(100%)
South Sanpete	2(100%)	0(0%)
South Summit	NR	NR
Tintic	1(100%)	0(0%)
Tooele	13(68%)	6(32%)
Uintah	3(60%)	2(40%)
Wasatch	2(67%)	1(33%)
Washington	8(35%)	15(65%)
Wayne	NR	NR
Weber	19(47%)	32(63%)

Table 14

Mean Values for Teacher's District of Employment Variable and Utility Subscale

District	0.00-2.49	2.50-4.00
Alpine	10(42%)	14(58%)
Beaver	9(53%)	8(47%)
Box Elder	1(33%)	2(67%)
Cache	7(32%)	15(68%)
Carbon	4(57%)	3(43%)
Daggett	NR	NR
Davis	31(45%)	38(55%)
Duchesne	0(0%)	6(100%)
Emery	0(0%)	2(100%)
Garfield	1(100%)	0(0%)
Grand	1(33%)	2(67%)
Granite	34(52%)	32(48%)
Iron	8(44%)	10(56%)
Jordan	36(36%)	65(64%)
Juab	3(100%)	0(0%)
Kane	NR	NR
Logan	3(50%)	3(50%)
Millard	2(67%)	1(33%)
Morgan	1(25%)	3(75%)
Murray	5(50%)	5(50%)
Nebo	28(56%)	22(44%)
North Sanpete	3(75%)	1(25%)
North Summit	0(0%)	1(100%)
Ogden	9(43%)	12(57%)
Park City	1(50%)	1(50%)
Piute	0(0%)	2(100%)
Provo	6(60%)	4(40%)
Rich	1(100%)	0(0%)
Salt Lake City	9(64%)	5(36%)
San Juan	3(60%)	2(40%)
Sevier	0(0%)	2(100%)
South Sanpete	2(100%)	0(0%)
South Summit	NR	NR
Tintic	1(100%)	0(0%)
Tooele	12(63%)	7(37%)
Uintah	2(40%)	3(60%)
Wasatch	2(67%)	1(33%)
Washington	10(43%)	13(57%)
Wayne	NR	NR
Weber	18(35%)	33(65%)

Table 15

Mean Values for Teacher's District of Employment Variable and Feasibility Subscale

District	0.00-2.49	2.50-4.00
Alpine	12(50%)	12(50%)
Beaver	10(59%)	7(41%)
Box Elder	0(0%)	3(100%)
Cache	9(41%)	13(59%)
Carbon	4(57%)	3(43%)
Daggett	NR	NR
Davis	32(46%)	37(54%)
Duchesne	1(17%)	5(83%)
Emery	1(50%)	1(50%)
Garfield	1(100%)	0(0%)
Grand	1(33%)	2(67%)
Granite	37(57%)	28(43%)
Iron	7(39%)	11(61%)
Jordan	51(51%)	50(49%)
Juab	3(100%)	0(0%)
Kane	NR	NR
Logan	2(33%)	4(67%)
Millard	1(33%)	2(67%)
Morgan	2(50%)	2(50%)
Murray	5(50%)	5(50%)
Nebo	26(52%)	22(48%)
North Sanpete	0(0%)	4(100%)
North Summit	0(0%)	1(100%)
Ogden	6(29%)	15(71%)
Park City	1(50%)	1(50%)
Piute	1(50%)	1(50%)
Provo	5(50%)	5(50%)
Rich	1(100%)	0(0%)
Salt Lake City	11(73%)	4(27%)
San Juan	3(60%)	2(40%)
Sevier	0(0%)	2(100%)
South Sanpete	1(50%)	1(50%)
South Summit	NR	NR
Tintic	0(0%)	1(100%)
Tooele	14(74%)	5(26%)
Uintah	4(80%)	1(20%)
Wasatch	1(33%)	2(67%)
Washington	9(39%)	14(61%)
Wayne	NR	NR
Weber	22(43%)	29(57%)

Table 16

*Mean Values for Teacher's District of Employment Variable and Appropriateness**Subscale*

District	0.00-2.49	2.50-4.00
Alpine	8(33%)	16(67%)
Beaver	4(24%)	13(76%)
Box Elder	0(0%)	3(100%)
Cache	3(14%)	19(86%)
Carbon	2(29%)	5(71%)
Daggett	NR	NR
Davis	22(32%)	47(58%)
Duchesne	1(17%)	5(83%)
Emery	0(0%)	2(100%)
Garfield	1(100%)	0(0%)
Grand	0(0%)	3(100%)
Granite	27(42%)	37(58%)
Iron	3(17%)	15(83%)
Jordan	44(44%)	67(66%)
Juab	3(100%)	0(0%)
Kane	NR	NR
Logan	1(17%)	5(83%)
Millard	1(33%)	2(67%)
Morgan	1(25%)	3(75%)
Murray	2(20%)	8(80%)
Nebo	14(28%)	36(72%)
North Sanpete	2(50%)	2(50%)
North Summit	0(0%)	1(100%)
Ogden	5(24%)	16(76%)
Park City	1(50%)	1(50%)
Piute	0(0%)	2(100%)
Provo	4(40%)	6(20%)
Rich	1(100%)	0(0%)
Salt Lake City	6(43%)	8(57%)
San Juan	3(60%)	2(40%)
Sevier	0(0%)	2(100%)
South Sanpete	2(100%)	0(0%)
South Summit	NR	NR
Tintic	0(0%)	1(100%)
Tooele	7(37%)	12(63%)
Uintah	2(40%)	3(60%)
Wasatch	1(33%)	2(67%)
Washington	8(35%)	15(65%)
Wayne	NR	NR
Weber	14(27%)	37(73%)

value subscales of Accuracy ($r_{pb} = -.10, <.05$), Utility ($r_{pb} = -.18, <.01$), Feasibility ($r_{pb} = -.10, <.05$), and also Appropriateness ($r_{pb} = -.14, <.01$) showed a significant negative correlation. This suggests that the higher the level of training the less favorably the teachers valued the portfolio.

Table 17 illustrates the relationship between the teachers' level of training and their perceived total value of the portfolio.

District value of portfolio. The Spearman correlation test was used to determine if there were relationships between the level of the district value found in telephone interviews and the teachers' total value and subscale value of teacher portfolios. Each of the 40 district EYE contacts were interviewed by phone concerning the value they place on the teacher portfolio. Their answers to two closed questions were asked and the answers were assigned a one for "no" or a two for "yes." They were added together and averaged (see Appendix H).

The results showed a negative relationship between district value of the portfolio and the teacher's perception of the Utility of the teacher portfolio. The correlation

Table 17

Relationship Between the District Training Level and Portfolio Value

Dependent variable	<i>n</i>	r_{pb}	Sig.
Total value	601	-.15	.00**
Accuracy	601	-.10	.02*
Utility	601	-.18	.00**
Feasibility	601	-.10	.01*
Appropriateness	601	-.14	.00**

*Correlation is significant at the .05 level (2-tailed).

**Correlation is significant at the .01 level (2-tailed).

between the teacher's perception of Utility and their district's value and use of the portfolio was $r_{\text{rho}} = -.16, <.01$.

Table 18 illustrates the relationship of the teachers' perceived total value and each of the subscales of value and the teacher's district value of the teacher portfolio.

After review and reflection it was decided to study each question individually. Tables 19 and 20 show the relationship of each of the questions asked of the district contacts and the teachers' perceptions separately.

Table 18

Relationship Between District Value of the Teacher Portfolio and Portfolio Value

Dependent variable	<i>n</i>	r_{rho}	Sig.
Total value	601	-.07	.09
Accuracy	601	-.02	.72
Utility	601	-.16	.00**
Feasibility	601	-.07	.10
Appropriateness	601	-.02	.60

**Correlation is significant at the .01 level (2-tailed).

Table 19

Relationship Between District Value of the Teacher Portfolio and Portfolio Value

Question 1 "Does the District evaluate the portfolio?"

Dependent variable	<i>n</i>	r_{rho}	Sig.
Total Value	601	-.06	.15
Accuracy	601	-.02	.58
Utility	601	-.12	.00**
Feasibility	601	-.07	.11
Appropriateness	601	-.01	.83

**Correlation is significant at the .01 level (2-tailed).

Table 20

*Relationship Between District Value of the Teacher Portfolio and Portfolio Value**Question 2 “Does the District use the portfolio after evaluation?”*

Dependent variable	<i>n</i>	<i>r</i> _{rho}	Sig.
Total value	601	.09	.03*
Accuracy	601	.07	.09
Utility	601	.04	.35
Feasibility	601	.07	.13
Appropriateness	601	.10	.01*

*Correlation is significant at the .05 level (2-tailed).

Only four districts (Box Elder, Carbon, Grand, and Granite) used portfolios beyond the Level I to II evaluation representing 13% of all respondents and 11% of responding districts. With such a small number, the relationship has little practical value.

Open-Ended Survey Question Results

Information related to the advantages and disadvantages of the portfolio process was collected from teachers through open-ended questions on the survey instrument. Responses were recorded, common themes identified, and then categorized according to the themes (see Appendices K and L). A summary of the results follows.

Teacher Perceptions of the Advantages and Disadvantages of Portfolios

Advantages. Qualitative information obtained from the analysis of the open-ended survey questions for teachers resulted in the following top three advantages related to the use of portfolios as part of a teacher licensing process:

1. Reflection/self-evaluation.
2. Display accomplishments/create a showcase.
3. Administrator communication.

Disadvantages. The top four disadvantages as identified by teachers on the survey instrument were listed as:

1. Time consuming/time wasting.
2. Good portfolios and bad teachers/Accuracy.
3. Little or low quality evaluation by administer upon completion.
4. No training/Shifting expectations.

Summary

Chapter IV gave the results of the quantitative data gathered from teachers through an adapted survey developed by Tucker and colleagues (2002), entitled *Teacher Survey: Perceived Value of Teacher Portfolios* (Appendix A). The surveys were delivered via email to elementary and secondary teachers in Utah who had completed the EYE program and had received their Level II license. In addition, content analysis was utilized to sum up the results of the open-ended survey questions and the district EYE contact persons' telephone interviews in order to explain and validate the quantitative results obtained from the survey.

Data analysis indicates that new teachers who had completed the EYE licensing process and received their Level II license perceived the total value and all the subscales of the teacher portfolio as somewhat favorable. A considerable number of participants

selected “Don’t Know” as an answer on at least four of the survey questions. Significance was found in the relationship between the teacher’s teaching assignment (elementary, secondary, or special education) and their perceived value of the portfolio’s total value and feasibility. A negative correlation was found between the age of the teacher and their perception of the Accuracy and Utility subscales. The older the teacher, the less favorably they valued the portfolio’s accuracy and utility. The teacher’s district and the district’s level of training for the portfolio had a relationship to the teacher’s total perceived value and at least one of the value subscales. The district’s use of the portfolio had a relationship with the teacher’s perceived value of the Accuracy subscale.

This study explored the perceptions of portfolio value of 601 teachers from across Utah and across all grade levels in the 40 districts. Because of its size, the results of this study will make a strong contribution to the body of knowledge related to teacher portfolios. The outcomes will also aide educators in determining whether portfolios have merit as a tool to promote teacher growth and value as a measure of teacher quality. Chapter V will discuss the results of the study, offer recommendations for portfolio use, and make suggestions for additional research.

CHAPTER V

SUMMARY, DISCUSSION, AND RECOMMENDATIONS

Introduction

School systems around the country are bringing attention to standards and accountability for individual schools, teachers, and students. They are exploring and implementing alternative learning methods and assessments for students and evaluation strategies for teachers. While authentic, constructivist, and performance-based evaluations are planned and implemented in our classrooms, many school systems are investigating comparable alternative forms of evaluations for teachers to add to or replace customary methods of teacher evaluation.

The teacher portfolio is an illustration of an alternative assessment that has garnered interest in recent years. The portfolio process has been seen by the National Board for Professional Teaching Standards as a critical element in National Board Certification Process and supported by experts as part of a teacher supervision model (Burke, 1996; Campbell et al., 2001; Danielson & McGreal, 2000; Lyons, 1999; Stronge, 1997; Tucker et al., 2002, 2003; Wolf, 1996). On the other hand, studies in utilizing portfolios as a part of a teacher licensing process is limited. Few studies have been conducted to determine the value of portfolios for teacher evaluation. This research studied the benefits of teacher portfolios as an evaluative tool and a criterion for licensing that had been used in Utah for 4 years.

In this study, the perceived value of teacher portfolios as part of a teacher

licensing process was investigated. The study examined five research questions.

1. To what extent do Utah's primary and secondary teachers who have completed the EYE program and advanced to Level II certification perceive the teacher's portfolio as an accurate measure of teacher performance?

2. To what extent do Utah's primary and secondary teachers who have completed the EYE program and advanced to Level II certification perceive the teacher's portfolio as a useful tool for motivating professional growth?

3. To what extent do Utah's primary and secondary teachers who have completed the EYE program and advanced to Level II certification perceive the teacher's portfolio as feasible?

4. To what extent do Utah's primary and secondary teachers who have completed the EYE program and advanced to Level II certification perceive the teacher's portfolio as an appropriate tool for developing positive effects on their teaching practices?

5. How does the perceived value of Utah's primary and secondary teachers who have completed the EYE program and advanced to Level II certification of the teacher's portfolio relate to:

(a) required district portfolio format

(b) teaching assignment (i.e., elementary, secondary, special education)

(c) number of years teaching

(d) district employed by

(e) district training in portfolio development

(f) district use of portfolio (weight and long-term use)

This chapter discusses the results of the study, offers realistic recommendations for using portfolios, and makes recommendations for additional investigation associated with the use of portfolios for teacher evaluation.

Summary of Study

This study investigated the use of the teacher portfolio as an evaluation tool in a teacher licensing process. In particular, it examined teacher perceptions of the value of teacher portfolios as a measure of teacher performance and a means for professional growth. Results of the study recognized the perceived value of teacher portfolios related to: (a) accuracy as a teacher assessment tool; (b) usefulness in motivating teacher professional growth; (c) feasibility with regard to teacher time; and (d) appropriateness related to their effect on improved teaching practices.

Data were gathered from elementary, secondary, and special education teachers from the 40 Utah school districts during April of 2008. Utah is located in the western United States and has utilized the EYE program since the 2003-2004 school year. The EYE was developed by the USOE “to encourage Level I teachers to develop effective teaching skills and strategies” (EYE, 2003, p 1).

Quantitative data were collected using an adapted teacher survey developed by Tucker and colleagues (2002), entitled *Teacher Survey: Perceived Value of Teacher Portfolios* (see Appendix A). Questions used on the survey related to the four research questions. In addition, demographic information was collected: level (elementary,

secondary, and special education), district, age, years of experience, and district training level. Open-ended questions on the survey and phone interviews with the 40 district EYE contacts provided qualitative data to make clear and enrich the quantitative results.

Quantitative responses of participants in this study of teacher portfolios indicated a slightly supportive perception by the teachers who took part in the email survey. While teachers viewed the variables of value as favorable, correlational tests indicate a statistically significant relationship between the level of perceived value or one of the value subscales of Accuracy, Utility, Feasibility or Appropriateness and the participant's teaching assignment, age of teacher, district employed by, level of district training, and the value the district places on the portfolio.

The type of teaching assignment (elementary, secondary, or special education) was related to the total perceived value and the portfolio's feasibility. The older the teacher, the less favorably they valued the portfolio's accuracy and utility. The teacher's district and the district's level of training for the portfolio were related to the teacher's total perceived value. The teacher's district was found to have a relationship to the subscales of Utility and Feasibility. The level of training the teacher's district provided had a relationship to all subscales. The value the teacher's district places on the portfolio was related to the teacher's score on the perceived value of the subscale of Utility.

Discussion

Research Question 1

With regard to the Accuracy, the quantitative analysis determined teachers

perceived a small favorable value of the portfolio as measure of teacher performance. Comments on the email survey brought several concerns to light. Respondents noted in some cases, portfolios can be “faked” and portfolios cannot adequately represent teacher instruction or teacher quality.

Survey comments also included concerns about unclear or shifting requirements for the portfolios. The teachers noted the following.

1. “The portfolio is not an effective instrument as it is currently being used in my district and in other districts across the state. Like many other education policies, the intent and concepts behind the portfolio are sound, but the implementation is inconsistent and suspect.”

2. “Once, I had a conversation with the Human Resource Director about my concerns regarding the portfolio and I was told that since the state has not provided clear guidelines and no oversight our district was going to make the process as easy as they could for teachers. She also mentioned that since so many districts were doing it differently she felt justified in making it a simple process.”

3. “The biggest problem with the portfolio is there is no oversight or accountability. It is extremely problematic that 40 districts could interpret and implement the portfolio in 40 different ways. With such inconsistency and a lack of oversight, how can the state expect portfolios to be meaningful? If the state wants this to be a useful and meaningful process then greater accountability and clearer expectations need to be provided to districts.”

It was reported by the EYE contacts that Utah’s State Office of Education’s

recommended methods of completing the portfolio were implemented by the individual districts in vastly different formats. It ranges from no guidelines to highly structured with multiple and exact elements required. There appears no relationship between the format a district uses and their perceptions of value. It is concluded the teacher's frustration with the unclear or changing guidelines for the portfolio supports the less than favorable view of the ability of portfolios to accurately measure teacher performance.

Research Question 2

With respect to the effect of portfolios as a useful tool for professional growth, quantitative and qualitative analysis indicated a favorable perceived value of this subscale. The most beneficial aspect of the portfolio process is the element that requires teacher to reflect on their practice. Teachers looked at the lessons they designed and evaluated what they have done with students over the time they worked on the portfolio. Reflection clearly emerged as the most important advantage in the eyes of teachers. Previous research efforts related to portfolios have identified the importance of reflection. Freeman (1998), Harrington (1998), and Tucker et al. (2003) all noted the positive effect of teacher reflection as part of the portfolio process. Further studies specific to reflection may help to identify ways to channel this very powerful element of the portfolio process to its greatest benefit for teacher growth and improved instruction. Additionally, qualitative information suggests teachers perceived the process helped them identify strengths and weaknesses and that the portfolio promoted professional growth. This study emphasized the value of portfolios in providing self-reflection regarding a teacher's practice and that this is something that teachers value in the EYE portfolio process.

Research Question 3

Through the analysis of the responses to the open-ended survey questions, the feasibility of a new teacher's time was identified as one of the most critical teacher issues. This seems inconsistent with quantitative results that indicated respondents felt teacher time to develop portfolios was reasonable. In their survey comments classified as disadvantages, teachers agreed that portfolios were costly with respect to teacher time to develop and maintain. The time concerns supported the findings of experts (Harrington, 1998; Tucker et al., 2002).

Through the responses to other open-ended survey questions, frustration was expressed from teachers who perceived their hard work and time in developing the portfolio was not congruent with the amount of time administrators spent in reviewing and providing feedback. It appears teachers perceive the portfolio process is less valuable and not worth the time involved if the administrator does not believe in the process, does not devote sufficient time to review portfolios and does not provide valuable feedback regarding the teachers' work. Many teachers felt the process was not worth the time requirements. They were the only ones who cared about the time it took and their efforts would be better spent with students or in planning instruction. This is especially true in the first years of their teaching experience. Additional research is necessary to determine the influence of administrator's review on the success of the portfolio process.

Research Question 4

Teachers who considered the appropriateness effect of portfolio development on teaching practices agreed that the process slightly encouraged change and promoted good

teaching practices. Teacher comments on the survey classified as advantages of portfolios failed to identify the effect of improved teaching as a primary advantage. This is discouraging since the cornerstone of any school reform effort is improved classroom practice that results in increased student growth (NCLB). These outcomes may result from the way that question was asked. Some teachers rated reflection as a high advantage but it may not be synonymous in their view to change in practice. Further investigation specifically related to reflection and its effect on teaching practices is warranted.

Research Question 5

The quantitative data indicated there was a statistically significant relationship between the value EYE teachers place on teacher portfolios and (a) the district they were employed and (b) the level of portfolio training the district provided. Both of these variables speak about the way the district implemented the portfolio in their district. When the teacher felt the district provided adequate, convenient training, and not overly time consuming the perceived value was more favorable.

The state of Utah has implemented a multidimensional evaluation process with the EYE program. The portfolio portion is intended as a measurement of professional growth and to show accountability by the new teacher. Implementation of the format for the portfolio is not standardized across the state. New teachers want to reflect about their practice but feel time constraints and unclear guidelines may keep the EYE portfolio from being the effective evaluation tool for this to happen. Teachers are not sure how the growth is measured in the assessment or if it is valued by their district. This keeps the perception of the portfolio from being more favorable and limits acceptance of the

accountability process.

Outcomes of this study showed the portfolio process is an imperfect addition to the teacher evaluation and professional growth process. Unanswered questions are left as to how to speak to the significant differences in perceptions of value and the teacher's age, assignment, district, the level of training the teacher's district requires, and the value the individual district places on the portfolio. In addition, data from open-ended questions and phone interviews emphasized definite concerns related to the process. The considerable number of participants which selected "Don't Know" suggests they may feel uninformed about the process. The results of this research put forward the following practical recommendations to educational organizations that are considering implementing portfolios as part of their own teacher evaluation process.

Practical Recommendations

As a result of the analysis of the quantitative and qualitative information collected for this study, the following recommendations for using portfolios as part of an evaluation and professional growth system are given for consideration.

1. *Develop clear and consistent guidelines for portfolio development criteria.*

Common concerns of teachers who participated in the study revolved around the vagueness of portfolio requirements and the variability with which the process was applied among the schools and districts across the state. "Well articulated standards of teaching and clear design guidelines will elevate the portfolio from the 'great paper chase' to a professional exercise in self-analysis and renewal" (Tucker et al., 2002, p.97).

If used as a summative evaluation tool, clear, valid, and reliable rubrics and extensive training for evaluators are necessary (Danielson & McGreal, 2000, pp. 94-95). Clear and consistent guidelines statewide would serve to improve the portfolio process in general as well as in the minds of the participants. The state should look at the districts which scored highest in value.

2. *Provide adequate time for sufficient training and on-going training for teachers.* Teachers and district EYE contacts admitted that the portfolio process was not implemented consistently throughout the state wide system. Based on qualitative data, it is recommended that particular attention be paid to providing convenient, meaningful time to training new teachers during the portfolio process to ensure a common understanding of all of the components and to build consistent teacher expectations across the state school system. Some teachers suggested some compensation for their time would show the district leaders valued portfolio development.

3. *Ensure that administrators buy-in to the process and that sufficient time is devoted in their schedules for portfolio evaluation training, portfolio review, and comprehensive feedback.* Experts in education change and school reform recognize the importance of leaders, especially principals, in promoting change. The likelihood of change is strongly influenced by the principal (Fullan, 2001). In the open-ended questions on the survey, teachers frequently expressed a desire for the administrator to spend sufficient time in reviewing the components of the portfolio so that the time they spent developing it was worthwhile. Zepeda (2002) noted that those who supervise “must commit their time and resources to this process; otherwise, teachers likely will develop

little motivation to expend the effort in the process involved in portfolio supervision” (p. 101). In some districts, the school administrators play no part in the portfolio development or evaluation. Teachers are more likely to buy into the portfolio process and all it encompasses if they work in a school where the administrator demonstrates, through action, that the portfolio process has merit. Teachers find it difficult to determine if the state or district cares about the portfolio because its evaluation is not articulated formally. Teachers easily recognize whether or not their administrators believe in, are trained to properly evaluate, and are committed to any initiative, including a process such as the portfolio.

4. *Develop connections from the pre-service university portfolio to the eye teacher portfolio.* Multiple responses from participants related to a disconnect with what they had done in their previous university portfolios and the work the state required. Several cited the various portfolios sitting idle on their shelves. Teachers are more likely to implement a living document that grows and develops as they do.

Limitations

The outcomes of this research have several limitations. To begin with, the district information obtained through phone interviews, email survey questions, and open-ended responses involved the collection of data in one time period forming a single, stand-alone study. A single moment in time may not offer adequate information and point of view to make decisions related to teacher evaluation systems. Participation in this research was on a volunteer basis and may not have adequately represented the perceptions and

opinions of the Utah teacher population that had completed the EYE program. The significant number of “Don’t Know” responses by participants on four of the survey questions may indicate there is important information being missed by not using them in the analysis. This narrow study of portfolios involves only one element of a multi-dimensional evaluation program in Utah. Therefore, the results are best generalized only to schools or school systems that use evaluation programs similar to the EYE.

Recommendations for Further Study

There is comparatively little research existing in the area of teacher portfolios as part of a licensing process. Since this study did not focus on all of the elements of the EYE program and numerous questions evolved in the analysis and discussion of each research question, the following areas for further study are recommended to add to the body of knowledge related to teacher portfolios.

1. Examine the perceived value of teacher portfolios by public school administrators in Utah who evaluate the EYE portfolio. While this study presented the results of the teacher’s perceived value of the portfolio, additional studies in Utah schools involving administrators responsible for teacher development would make the results more comprehensive.
2. Investigate the other parts of the EYE program including the Use of Mentors, Evaluations, and the Praxis Exam. The EYE is a multi-layered licensing program. Understanding and investigating the other components could support or question the ability of the program to encourage teacher quality aimed for in this reform initiative.

Including the current precedence of new teachers to pass the Praxis test before graduating with a teaching degree.

3. Further study pertaining to those in the state who allow teachers to develop their portfolios electronically could provide information about technology's part in the value of the EYE process. Venezky and Öney (2004) suggested the electronic version may show compatibility, complexity, and trialibility in comparison to hard copies. Research could identify if this is the case for new Utah teachers.

Conclusion

While national and state school reform methods maintain high standards and accountability for teachers and school systems, all stakeholders are being asked to take risks and put into action new strategies to support school improvement. As a result of these changes, new teachers should be expected and encouraged to frequently reflect on their teaching practices, recognize their strengths and weaknesses, and decide areas of needed progress—progress that will have a direct impact and considerable influence on student learning. School improvement efforts must have teacher quality as a prime goal (Darling-Hammond, 1997; Tucker et al., 2003).

The mixed results of this study bring into question the promise of the method used by Utah to implement portfolios into the licensing process of the EYE. The quantitative data suggest the new teachers appreciate the structure of having a part in their licensing evaluation but the qualitative data clearly shows their dissatisfaction with the way the portfolio is only appreciated for the process not the product in comparison to principal

observations. Teachers in the study expressed concerns about the accuracy of the portfolio to measure their performance. The teacher portfolio, as part of a multidimensional evaluation method, is seen as having only a slightly favorable value by teachers.

While using portfolios as part of a professional growth and appraisal process, the significance of the principal in supporting and sustaining the process is important. Administrators need to set aside sufficient time to be adequately trained to evaluate portfolios, to review the contents of the portfolios with the teachers, and engage in important conversations about teaching and learning. Administrative and district support in the portfolio process is critical to its success.

The most overpowering concern connected to the teacher portfolio and the basics of the portfolio process was time. There must be sufficient time for teacher reflection, time for conversations with colleagues, time for portfolio development, time for adequate and convenient training on portfolio requirements, and time for administrators to effectively appraise and discuss the contents of the portfolio with their teachers. Although several teachers felt the added time was worth it, time remained the most critical concern, one that could potentially have the most negative impact on the long-term success of the portfolio process. Inventive ways must be devised to create time in the day of new teachers to reflect and to work together and for teachers and administrators to engage in meaningful conversations related to the portfolio and its relationship to student growth and improvement.

Lastly, the survey comments of teachers identified few effects of the portfolio on

encouraging change and promoting good teaching. Since enhanced instruction and as a result, student learning, and achievement is the vital goal of any educational reform effort, these findings need to be explored further. It may have more of a place in ongoing teacher development rather than an evaluation process.

Results of this study verified Utah teachers who have completed the EYE program expressed perceptions moving to favorable views of value for an evaluation process and a catalyst for growth. As school systems, such as USOE, review their teacher evaluation practices they need to consider if alternative evaluation measures such as teacher portfolios are consistent with their evaluation. They must be viewed with a careful plan in place to implement clear requirements, provide effective training, and expect administrative support and review. If portfolios are utilized and supported as part of a multidimensional evaluation system, it will have the ability to encourage a professional culture of reflective and independent teachers with a clear sense of purpose.

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APPENDICES

Appendix A
Teacher Survey

Teacher Survey: Perceived Value of Portfolios Yourtown Public Schools

Directions: Please indicate your opinion of the following statements regarding the use of portfolios as part of a comprehensive teacher evaluation system by placing a check in the appropriate box which indicates your feelings. The scale used includes: strongly agree (SA), agree (A), disagree (D), strongly disagree (SD), and don't know (DK). All surveys are to be completed anonymously and will be handled in a confidential manner.

Background Information: School _____ Probationary ____ Tenured _____
Years of experience w/School District _____ Total years of teaching experience _____

Fairness

	SA	A	D	SD	DK
The portfolio is a fair means for me to demonstrate my performance of professional standards.					
The portfolio gives me a more prominent role in the evaluation process.					
The portfolio promotes two-way communication between my administrator and me.					
The portfolio improves my collegial relationships with administrators.					

Usefulness

	SA	A	D	SD	DK
The portfolio promotes good teaching practices.					
Development of a portfolio encourages self-reflection about my work.					
Development of a portfolio helps me to think differently about my work as a teacher.					
Development of a portfolio encourages me to change instructional practices.					
Development of a portfolio assists me in identifying areas of strength and weakness.					

Feasibility

	SA	A	D	SD	DK
The time required to review portfolios by administrators is reasonable.					
The time required by me to develop a portfolio is reasonable.					
The portfolio is a practical strategy for me to demonstrate my performance of professional standards.					
The portfolio offers additional substance for discussion at the evaluation review conferences.					

Please answer the remaining questions on the back of this sheet.

Teacher Survey: Perceived Value of Portfolios

Accuracy

The portfolio is a means to provide evidence of my fulfillment of professional standards not readily observable.
 The portfolio helps the principal to know me better.
 The portfolio is an accurate reflection of my performance of professional standards.
 The portfolio provides a richer and more comprehensive picture of my performance of the professional standards.

SA	A	D	SD	DK

General

1. To what degree did your principal use portfolios in evaluating your performance under the new evaluation system?

A great deal _____ **Somewhat** _____ **A little** _____ **Not at all** _____

Comments:

2. To what degree did preparing a portfolio promote or advance your professional development?

A great deal _____ **Somewhat** _____ **A little** _____ **Not at all** _____

Comments:

3. To what degree did the former observation-only evaluation system contribute to your professional growth?

A great deal _____ **Somewhat** _____ **A little** _____ **Not at all** _____

Comments:

4. What are the major advantages of portfolios in the evaluation process from your perspective?

5. What are the major disadvantages of portfolios in the evaluation process from your perspective?

Please return to _____ by _____
 (name) (date)

Appendix B
Entry Years Enhancements

Rule R277-522. Entry Years Enhancements (EYE) for Quality Teaching - Level 1 Utah Teachers.

As in effect on January 1, 2008

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- [R277-522-1. Definitions.](#)
- [R277-522-2. Authority and Purpose.](#)
- [R277-522-3. Required Entry Year Enhancements Requirements for a Level 1 Teacher to Advance to a Level 2 License.](#)
- [R277-522-4. Satisfaction of Entry Years Enhancements.](#)
- [KEY](#)
- [Date of Enactment or Last Substantive Amendment](#)
- [Notice of Continuation](#)
- [Authorizing, Implemented, or Interpreted Law](#)

R277-522-1. Definitions.

A. “Accredited” means a teacher preparation program accredited by the National Council for Accreditation of Teacher Education (NCATE), the Teacher Education Accreditation Council (TEAC) or one of the major regional accrediting associations as defined under R277-503-1L.

B. “Board” means the Utah State Board of Education.

C. “Computer-Aided Credentials of Teachers in Utah Schools (CACTUS)” means a database that maintains public information on licensed Utah educators.

D. “Educational Testing Services (ETS)” is an educational measurement institution that has developed standard-based teacher assessment tests.

E. “Entry years” means the three years a beginning teacher holds a Level 1 license.

F. “INTASC” means the Interstate New Teacher Assessment and Support Consortium, that has established Model Standards for Beginning Teacher Licensing and Development. The ten principles reflect what beginning teachers should know and be able to do as a professional teacher. The Board has adopted these principles as part of the NCATE standards.

G. “Level 1 license” means a Utah professional educator license issued upon completion of an approved preparation program or an alternative preparation program, or pursuant to an agreement under the NASDTEC Interstate Contract, to applicants who have also met ancillary requirements established by law or rule.

H. “Level 2 license” means a Utah professional educator license issued after satisfaction of all requirements for a Level 1 license and:

- (1) requirements established by law or rule;
- (2) three years of successful education experience within a five-year period; and
- (3) satisfaction of requirements under R277-522 for teachers employed after January 1, 2003.

I. “Level 3 license” means a Utah professional educator license issued to an educator who holds a current Utah Level 2 license and has also received National Board Certification or a doctorate in education or in a field related to a content area in a unit of the public education system or an accredited private school.

J. “Mentor” means a Level 2 or Level 3 educator, who is trained to advise and guide Level 1 teachers.

K. “Praxis II - Principles of Learning and Teaching” is a standards-based test provided by ETS and designed to assess a beginning teacher’s pedagogical knowledge. This test is used by many states as part of their teacher licensing process. Colleges and universities use this test as an exit exam from teacher education programs.

L. “Professional development” means locally or Board-approved education-related training or activities that enhance an educator’s background consistent with R277-501, Educator License Renewal.

M. “Teaching assessment/evaluation” means an observation of a Level 1 teacher’s instructional skills by a school district or school administrator using an evaluation tool based on or similar to INTASC principles.

N. “Working portfolio” means a collection of documents prepared by a Level 1 teacher and used as a tool for evaluation.

O. “USOE” means the Utah State Office of Education.

R277-522-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution Article X, Section 3 which vests general control and supervision of the public school system under the Board; by Section 53A-9-103(5) which directs career ladder programs to include a program of evaluation and mentoring for beginning teachers designed to assist those beginning teachers in developing the skills required of capable teachers; Section 53A-6-102(2)(a)(iii) which finds that the implementation of progressive strategies regarding induction, professional development and evaluation are essential in creating successful teachers; Section 53A-6-106 which directs the Board to establish a rule for the training and experience required of license applicants for teaching; and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purpose of this rule is to outline required entry years enhancements of professional and emotional support for Level 1 teachers whose employment or reemployment in the Utah public schools began after January 1, 2003. The requirements apply to teachers during their first three years of teaching and include mentoring, testing, assessment/evaluation, and developing a professional portfolio. The purpose of these enhancements is to develop in Level 1 teachers successful teaching skills and strategies with assistance from experienced colleagues.

R277-522-3. Required Entry Year Enhancements Requirements for a Level 1 Teacher to Advance to a Level 2 License.

A. Level 1 teachers shall satisfactorily collaborate with a trained mentor, pass a required pedagogical exam, complete three years of employment and evaluation, and compile a

working portfolio.

B. Collaboration with an assigned mentor:

(1) A mentor shall be assigned to each Level 1 teacher in the first semester of teaching:

(a) The beginning teacher shall be assigned a trained mentor teacher by the principal to supervise and act as a resource for the entry level teacher.

(b) The mentor teacher shall teach in the same school, and where feasible, in the same subject area as the Level 1 teacher.

(2) Qualification of a mentor:

(a) A mentor shall hold a Utah Professional Educator's Level 2 or 3 license;

(b) A mentor shall have completed a mentor training program including continuing professional development.

(3) A mentor shall:

(a) guide Level 1 teachers to meet the procedural demands of the school and school district;

(b) provide moral and emotional support;

(c) arrange for opportunities for the Level 1 teacher to observe teachers who use various models of teaching;

(d) share personal knowledge and expertise about new materials, planning strategies, curriculum development and teaching methods;

(e) assist the Level 1 teacher with classroom management and discipline;

(f) support Level 1 teachers on an ongoing basis;

(g) help Level 1 teachers understand the implications of student diversity for teaching and learning;

(h) engage the Level 1 teacher in self-assessment and reflection; and

(i) assist with development of Level 1 teacher's portfolio.

C. Passage of a pedagogical examination:

(1) The Praxis II - Principles of Learning and Teaching

(a) shall be administered by ETS;

(b) shall be taken by the beginning teacher; the beginning teacher shall earn a qualifying score of at least 160;

(c) may be taken successive times.

(2) Results shall be posted on CACTUS.

D. Successful evaluation under a school district employment and assessment/evaluation program:

(1) Teachers shall be fully employed for three years in Utah public schools or in accredited private schools.

(2) Employing school districts may, following evaluation of the individual's experience, determine that teaching experience outside of the Utah public schools satisfies the teaching/experience requirement of this rule.

(3) The school district has discretion in determining the employment or reemployment status of individuals.

(4) Employing school districts shall be responsible for the evaluation; this duty may be assigned to the school principal.

(5) The assessment/evaluation shall take place at least twice during the first year of

teaching and at least twice during each of the following two years with a satisfactory final evaluation.

E. Compilation of a working portfolio:

(1) The portfolio shall be reviewed and evaluated by the employing school district.

(2) the portfolio may be reviewed by USOE staff upon request during the Level 1 teacher's second year of teaching.

(3) the portfolio shall be based upon INTASC principles; and may:

(a) include teaching artifacts;

(b) include notations explaining the artifacts; and

(c) include a reflection and self-assessment of his or her own practice; or

(d) be interpreted broadly to include the employing school district's requirement of samples of the first year teaching experience.

R277-522-4. Satisfaction of Entry Years Enhancements.

A. If a Level 1 teacher fails to complete all enhancements as enumerated in this rule, the Level 1 teacher shall remain in a provisional employment status until the Level 1 teacher completes the enhancements.

(1) The school district may make a written request to the USOE Educator Licensing Section for a one year extension of the Level 1 license in order to provide time for the educator to satisfy entry years enhancements.

(2) The Level 1 teacher may repeat some or all of the entry years enhancements.

(3) An opportunity to repeat or appeal an incomplete or unsatisfactory entry years enhancements process shall be designed and offered by the employing school district.

B. Recommendation for a Level 2 license:

(1) Each school district shall make an annual recommendation to the Board of teachers approved in its schools to receive a Level 2 license, including documentation demonstrating completion of the enhancements.

(2) The names of teachers who did not successfully complete entry years enhancements may also be reported to the Board annually by school districts.

C. The Board shall receive an annual report tracking the success of retention and the job satisfaction of Utah educators who complete the entry years enhancement program.

KEY

teachers

Date of Enactment or Last Substantive Amendment

July 16, 2004

Notice of Continuation

October 5, 2007

Authorizing, Implemented, or Interpreted Law

Art X Sec 3; 53A-9-103(5); 53A-6-102(2)(a)(iii); 53A-6-106; 53A-1-401(3)

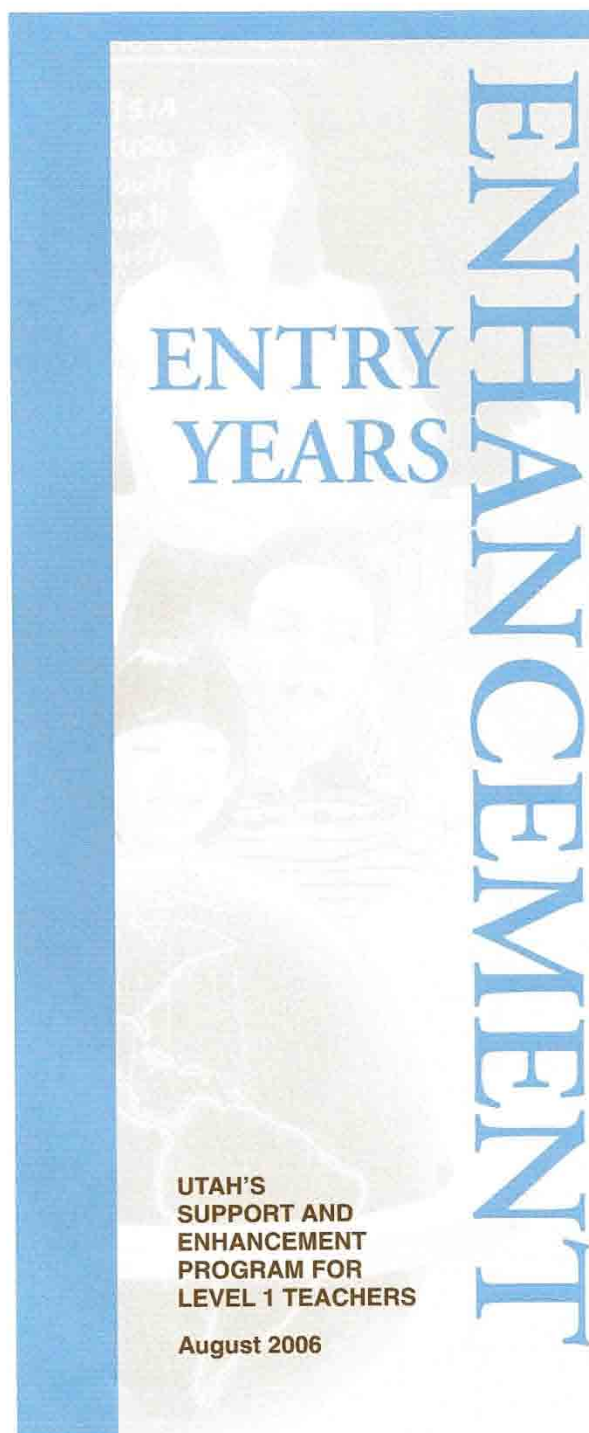
Rule converted into HTML by the Division of Administrative Rules.

For questions regarding the *content* or *application* of rules under Title R277, please contact the promulgating agency (Education, Administration). A list of agencies with

links to their homepages is available at <http://www.utah.gov/government/agencylist.html>. For questions about the *rulemaking process*, please contact the Division of Administrative (801-538-3764). *Please Note:* The Division of Administrative Rules is ***not able*** to answer questions about the content or application of these rules.

Appendix C

Entry Years Enhancement Information



**ENTRY
YEARS**

ENHANCEMENT

**UTAH'S
SUPPORT AND
ENHANCEMENT
PROGRAM FOR
LEVEL 1 TEACHERS**

August 2006

EYE

WHAT IS ENTRY YEARS ENHANCEMENT?

Entry Years Enhancement (EYE) is a structured support and enhancement program for Level 1 teachers. EYE provides the novice teacher with school, district, and state support for a three-year period. The goal of EYE is to encourage Level 1 teachers to develop effective teaching skills and strategies as described in the Utah Professional Teacher Standards (UPTS), with assistance from experienced colleagues.

WHAT ARE THE UTAH PROFESSIONAL TEACHER STANDARDS (UPTS)?

The UPTS define high quality teaching as the core of a successful education for all students. The standards promote student learning and enhance professional practice.

Standard 1

Creating and maintaining a positive classroom environment that promotes student learning.

- A. Create a physical environment that supports a culture for learning and engages all students.
- B. Implement classroom procedures to enhance student learning.
- C. Manage student behavior.
- D. Establish a civic classroom based on caring, responsibility, and respect for diversity.
- E. Use instructional time effectively to enhance student learning.

Standard 2

Planning curriculum and designing instruction to enhance student learning

- A. Demonstrate knowledge of content.
- B. Demonstrate knowledge of age-appropriate pedagogy.
- C. Design and articulate instruction aligned with Utah Core Curriculum standards.
- D. Select instructional goals based on student achievement data and knowledge of students.

- E. Connect curricula to student development and cultural background.
- F. Use appropriate resources to facilitate individual student learning.
- G. Integrate curricula across multiple content areas.

Standard 3

Engaging and supporting all students in learning.

- A. Communicate instruction clearly and accurately.
- B. Use research-based instructional strategies to enhance student learning of content.
- C. Accommodate individual students' cultural, physical, emotional, social, and intellectual growth.
- D. Reflect on teaching and learning.
- E. Differentiate instruction to meet individual student learning needs.
- F. Incorporate understanding of the diversity of the school community into student learning.
- G. Integrate the Utah Life Skills document into student learning.
- H. Engage families as partners in learning.

Standard 4

Assessing and evaluating student learning.

- A. Assess learning goals based on Utah Core Curriculum standards.
- B. Use multiple sources of formal and informal assessment to verify student learning.
- C. Maintain accurate records of student progress.
- D. Use student achievement data to inform instruction.

- E. Communicate feedback on learning progress to students and parents/guardians.

Standard 5

Demonstrating professionalism to support student learning.

- A. Understand and act consistently with education laws.
- B. Demonstrate moral and ethical conduct as educators and role models for young people.
- C. Maintain professional demeanor and appearance.
- D. Establish professional goals, reflect on teaching, and pursue opportunities to grow professionally.
- E. Contribute to the educational community and demonstrate professional leadership.
- F. Act as an advocate for students, consistent with professional standards and with respect for parents and families.

Utah Professional Teacher Standards are based on INTASC standards and *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson. For more information on UPTS, see www.schools.utah.gov/cert/other/EYE.htm.

WHO IS REQUIRED TO COMPLETE EYE?

Administrative Rule R277-522-3. Required Entry Years Enhancements for Level 1 Teacher to Advance to a Level 2 License

All teachers with a Level 1 License (with fewer than three years of successful experience as a licensed teacher in a Utah public school or accredited private school) whose employment or reemployment in the Utah public schools began after January 1, 2003, are required to complete EYE to qualify for a Level 2 License.

Alternative Routes to Licensure (ARL) participants do not begin EYE requirements until after they have earned a Level 1 License. To qualify for a Level 2 License, they must complete all EYE requirements and teach with a Level 1 License for a minimum of three years.

WHAT IS REQUIRED?

All Level 1 teachers must complete the following requirements during a three-year period:

- Work with a trained mentor for three years.
- Complete a portfolio review.
- Successfully satisfy district/school evaluations for three years in a Utah public or accredited private school.
- Achieve a score of 160 or higher on the Praxis II – *Principles of Learning and Teaching* test (#0521, #0522, #0523, or #0524) in their area of educational preparation and assignment.

Upon the Level 1 teacher's successful completion of EYE requirements, the district will recommend the teacher to the State Board of Education for a Level 2 Utah Professional Educator License.

No Child Left Behind Highly Qualified Teacher (NCLB HQT)

NCLB HQT is required for elementary and secondary teachers in the core subject areas of mathematics, science, fine arts, geography, government and civics, economics, and English/language arts (reading and writing). Teachers who meet the requirements of EYE and qualify for a Level 2 License will generally meet the NCLB HQT requirements. For more information, see page 11.

Out-of-State Applicants

Educators applying for a Utah Educator License who have a license from another state and fulfill Utah's requirements will be granted an initial Level 1 License. A teacher with a minimum of three years' experience, after a year of service in Utah, may be recommended for a Level 2 License by his/her employing district. For complete information on out-of-state licensure, see www.schools.utah.gov/cert/OOS/Oosappl.htm.

WHAT IS A PORTFOLIO?

A teaching portfolio is a collection of the beginning teacher's teaching materials and activities and is submitted during a Level 1 teacher's second year of teaching.

The portfolio provides excellent introspection opportunities for the beginning teacher as well as mentoring activities for the mentor. It is suggested that the portfolio be linked to the teacher evaluation.

Portfolios should:

- Be based upon the Utah Professional Teacher, INTASC, or district standards.
- Include teaching artifacts.
- Include notations explaining the artifacts.
- Include a section of reflection on teaching.
- Be a vehicle for collaboration with the mentor.
- Provide evidence of professional growth.
- Provide evidence of content knowledge and pedagogy.

WHAT ARE DISTRICT EVALUATIONS?

Utah school districts are required to observe Level 1 teachers and evaluate their teaching skills at least twice during each school year for three years. Evaluation plans are developed by each school district.

It is recommended that district evaluations be linked to the Utah Professional Teacher or district standards.

WHAT IS THE PRAXIS II TEST?

Praxis II—Principles of Learning and Teaching (PLT) is designed to assess a beginning teacher's pedagogical knowledge. It assesses a teacher's understanding of such areas as human growth and development, classroom management, instructional design and delivery techniques, and evaluation and assessment.

The test can be taken anytime within the three years after graduation. Level 1 teachers register for the test through the Educational Testing Service at www.ets.org.

The Praxis Series Registration Bulletin is free online. The test is given on specified dates; the registration fee is \$40 and the cost of the test is approximately \$85. Teachers select the *Principles of Learning and Teaching* test in their area of education preparation and assignment.

#0521 Early Childhood

#0522 Grades K–6

#0523 Grades 5–9

#0524 Grades 7–12

ETS will forward scores to the Utah State Office of Education. Level 1 teachers who do not achieve a passing score of 160 may retake the test, but only once a year, and they must pass the test in the first three years of teaching.

EDUCATOR ROLES FOR ENTRY YEARS ENHANCEMENT

	Candidate	Higher Education	School/Mentor	District	USOE	UEA
1. MENTOR	Work together to understand UPTS	Assists in training	Assigns mentor	Trains mentor	Assists in training	Supports and models/assists in training
2. PORTFOLIO	Submits working portfolio at end of year two	Begins during preservice	Uses it as a vehicle for mentoring	Determines use and form	Monitors quality	Provides support and models
3. PRAXIS II	Registers with ETS Pays fees Takes exam	Begins preparation during preservice	Helps candidate prepare	Provides information/training	Records test scores on CACTUS	Provides training
4. EVALUATION	Performs to district standards	Requires tests	Mentor observes Administrator evaluates	Evaluates teacher twice a year	Sets standards for evaluation (UPTS)	Provides expertise

WHAT ARE THE REQUIREMENTS TO BE

NCLB HIGHLY QUALIFIED

IN TEACHING ASSIGNMENTS?

REGULAR EDUCATION

- Elementary education and early childhood education teachers, to become No Child Left Behind Highly Qualified Teachers (NCLB HQT), must pass with a score of 150 or higher the Educational Testing Services (ETS) Praxis II (0012) Elementary Education: Elementary Content OR (0014) Elementary School: Content Knowledge. For information on tests and registration, see www.ets.org.
- Secondary education teachers in the core subject classroom assignment(s) of:
 - economics
 - geography
 - history
 - mathematics
 - science
 - world languages
 - government and civics
 - fine arts (music, dance, theater/drama, and visual arts)
 - English/language arts (reading, writing)
 are required to meet the No Child Left Behind Highly Qualified Teacher (NCLB HQT) status.

To become an NCLB HQT, a teacher must have a major or major equivalent

OR

have an advanced degree in an NCLB subject area of teaching and pass the subject area test

OR

have a state endorsement and pass the subject area test by March, 2007.

Veteran teachers hired on or before June 30, 2005, may meet the Utah High Objective Uniform State Standard of Evaluation (HOUSSSE) requirements to become highly qualified. For information on HOUSSSE, see www.schools.utah.gov/cert/nclb/nclb.htm. For more information on requirements and tests, see www.schools.utah.gov/cert.

SPECIAL EDUCATION

- Special education teachers assigned to teach NCLB Core classes must meet the Special Education No Child Left Behind Highly Qualified Teacher (NCLB HQT) requirements on or before June 30, 2008.

The recent re-authorization of the Individuals with Disabilities Education Act (IDEA) further defines the requirements to be highly qualified for special education teachers providing primary instruction in NCLB-defined core academic subjects of mathematics, science, fine arts (theater/drama, dance, visual arts, music), world languages, history, geography, government and civics, economics, and English/language arts (reading, writing).

For requirements based on educator licensure and teaching assignments, see Special Education Teachers, Highly Qualified Teacher Requirements, www.schools.utah.gov/cert/nclb/nclb.htm.

WHAT DOES THE MENTOR DO?

The trained mentor, assigned by the school, acts as a resource for the beginning teacher. The following guidelines are based on the Utah Professional Teacher Standards (in parentheses) and Entry Years Enhancement (EYE) for Utah teachers.

THE ROLE OF THE MENTOR

1. Guides beginning teachers to meet school and district procedural demands (5).
 - Orients the beginning teacher to the informal and formal operations of the school and school system.
 - Orients the beginning teacher to the culture of the community, by supporting and facilitating meaningful parent and community involvement in and with the rest of the school.
 - Provides communication strategies for beginning teachers working with principals, faculty, and parents.
2. Provides moral and emotional support (5).
 - Creates a supportive environment for addressing issues facing a beginning teacher.
 - Models enthusiasm about being a positive role model, coach, and mentor for the beginning teacher.
 - Models empathy, caring, adaptability, and enthusiasm about teaching and learning.
 - Demonstrates a positive influence on good morale within the school.
 - Assists the beginning teacher in identifying exemplary teachers in the building and arranging for opportunities for observation.
3. Assists the Level 1 teacher in creating and maintaining a positive classroom environment (1).
 - Assists the beginning teacher in creating an appropriate environment and implementing classroom procedures that enhance student learning.
 - Models appropriate techniques for monitoring and correcting student behavior.
 - Assists the beginning teacher with district and school student discipline policies.
 - Provides classroom management and discipline ideas to beginning teachers.
4. Assists the Level 1 teacher in planning curriculum and designing instruction (2).
 - Assists the beginning teacher with interpretation of district and state core curricula.
 - Provides ideas for academic planning.
 - Assists the beginning teacher in selecting instructional goals based on student data.
 - Values the opportunities that technology and new methodologies can provide for teaching and student learning.
5. Assists the Level 1 teacher in engaging and supporting all students (3).
 - Models the belief that all children can learn.
 - Assists beginning teachers in understanding the learning needs of all students, especially those students at risk, with special needs, and from diverse cultural and linguistic backgrounds.
 - Models appropriate strategies and teaching techniques.
 - Engages the Level 1 teacher in self-assessment and reflection.
6. Assists the Level 1 teacher in assessing and evaluating student learning (4).
 - Assists the beginning teacher in assessing learning goals based on Utah Core Curriculum Standards.

Analysis of Student Work

- Setting a strong criteria/rubric for the assignment
- Sorting student work for analysis
- Finding patterns to inform instruction

Reflecting Conference

- Looking at data from observation or student work
- Preparing with data in mind
- Planning instruction to meet student needs

Collegial Conference

- Sharing with colleagues
- Giving the new teacher a choice
- Expanding the new teacher's community

RESOURCES

- *Utah Professional Teacher Standards*, Utah State Office of Education (USOE). For more information, see www.schools.utah.gov/cert/other/EYE.htm.
- *Utah State Core Curriculum*, USOE, see www.schools.utah.gov/curr/core.
- *Utah Life Skills: A Guide to Knowledge, Skills, and Dispositions for Success*, USOE, see www.schools.utah.gov/curr/lifeskills.
- New Teacher Center, University of California at Santa Cruz, www.newteachercenter.org

For more information, contact:

Rebecca Anderson, Educator Quality Specialist
 Educator Quality Services
 Phone: 801.538.7575
 Fax: 801.538.7973
rebecca.anderson@schools.utah.gov

Utah State Office of Education
 EDUCATOR QUALITY SERVICES
 250 East 500 South
 P.O. Box 144200
 Salt Lake City, UT 84114-4200
www.usoe.org/pd/newteachers.htm

Patti Harrington, Ed.D.
 State Superintendent of Public Instruction



Appendix D
Utah's EYE Program Survey

This important survey regarding the use of portfolios as part of Utah's Early Years Enhancement Program has only 25 questions and may take about 10 minutes. Please indicate your opinion of the following statements. Place a check in the appropriate box which indicates your feelings. All surveys are to be completed anonymously.

To start the survey the first five questions ask about your perception of the EYE Portfolio's accuracy.

1. The portfolio was an accurate reflection of my performance of professional standards.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree
 Don't Know

2. The portfolio provided a richer and more comprehensive picture of my performance of the professional standards.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree
 Don't Know

3. The portfolio was a means to provide evidence of my fulfillment of profession standards not readily observable.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree
 Don't Know

4. The portfolio helped the principal to know me better.

- Strongly Agree
 Agree
 Disagree
 Strongly Disagree
 Don't Know

5. My principal used my portfolio in evaluating my performance under Utah's Early Years Enhancement Program.

- Strongly Agree
 Agree
 Disagree
 Strongly Agree
 Don't Know

The next 6 questions ask about the EYE Portfolio's usefulness.

6. The portfolio promoted good teaching practices.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

7. Development of a portfolio encouraged self-reflection about my work.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

8. Development of a portfolio helped me to think differently about my work as a teacher.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

9. Development of a portfolio encouraged me to change instructional practices.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

10. Development of a portfolio assisted me in identifying areas of strength and weakness.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

11. Preparing a portfolio promoted or advanced my professional development?

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

The next 3 questions ask about the EYE Portfolio's feasibility.

12. The time required by me to develop a portfolio was reasonable.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

13. The portfolio was a practical strategy for me to demonstrate my performance of professional standards.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

14. The portfolio offered additional information for discussion at the evaluation review conferences.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

The next four questions ask about your perception of the EYE Portfolio's appropriateness.

15. The portfolio was a fair means for me to demonstrate my performance of professional standards.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

16. The portfolio gave me a greater role in the evaluation process.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

17. The portfolio promoted two-way communication between my administrator and me.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

18. The portfolio increased the ability for teachers and administrators to learn from each other.

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Don't Know

Please write a short response to the following 3 questions.

19. What were the major advantages of portfolios in the licensing process from your perspective?

20. What were the major disadvantages of portfolios in the licensing process from your perspective?

21. What did your district do to provide training about the portfolio?

This last six questions are short and for demographic information.

22. Identify the district you were assigned to when you completed your portfolio.

23. What is your primary teaching assignment? (Check all that apply)

- Elementary
 Secondary
 Special Education

24. What is your current age?

25. How many total years of teaching experience have you spent in the public school system?

Appendix E
Permission Letter

UtahState UNIVERSITY

Family and Consumer Sciences Education
2920 Old Main Hill
Logan UT 84322-2920
Phone: (435) 797-1561

Teresa Denison
Utah State University
2920 Old Main Hill
Logan, Utah 84321-2920
Fax: (435) 797-8046

October 26, 2007

Permission Department
Eye on Education
6 Depot Way West
Larchmont, NY 10538

To whom it may concern:

I am completing a doctoral dissertation at Utah State University entitled "Perceived Value of Teacher Portfolios by Primary and Secondary Teachers in Utah's Public Schools." I would like your permission to reprint in my dissertation excerpts from the following:

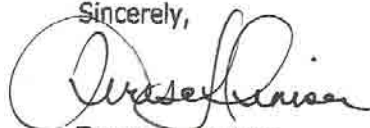
Tucker, P., Stronge, J., & Gareis, C. (2002). *Handbook on teacher evaluation: Assessing and improving performance*. Larchmont, NY: Eye on Education.

The excerpts to be reproduced are: Teacher Survey: Perceived Value of Portfolios, from Appendix J pages 173-74.

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If these arrangements meet with your approval, please sign this letter where indicated below and return it to me by fax, (435) 797-8046. Thank you very much.

Sincerely,



Teresa J. Denison

Permission granted at no charge.
Please include
full bibliographic reference.

Robert N. Sickles, President
Eye On Education

Appendix F

Utah State Office of Education Approval Letter

UTAH STATE OFFICE OF EDUCATION

Leadership...Service...Accountability

Patti Harrington, Ed.D., State Superintendent of Public Instruction
 Voice: (801) 538-7500 Fax: (801) 538-7521 TDD: (801) 538-7876
 250 East Cesar E. Chavez Blvd. (500 South) P.O. Box 144200 Salt Lake City, UT 84114-4200

November 1, 2007

Teresa Denison
 ASTE Department
 UMC 2920
 Utah State University

Dear Teresa,

Upon reviewing your prospectus titled: "Perceived Value of Teacher Portfolios by Primary and Secondary Teachers in Utah's Public Schools," your project has been approved.

Please contact Linda Alder, education specialist with EYE to work out all details and to share the data necessary.

I would like a copy of the results when your project is complete. The information will prove to be very useful.

Sincerely,



Sydnee Dickson
 Director, Educator Quality and Licensing
 Utah State Office of Education

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Appendix G

Total Perceived Value and Subscales of Teacher Portfolio by District

Table G-1

Total Perceived Value and Subscales of the Teacher Portfolio by School District

District	Accuracy mean	Utility mean	Feasibility mean	Appropriateness mean	Total value mean
Alpine	2.54	2.55	2.55	2.58	2.56
Beaver	2.83	2.47	2.72	2.83	2.66
Box Elder	2.73	2.67	3.33	2.92	2.91
Cache	2.69	2.72	2.78	2.93	2.79
Carbon	2.51	2.26	2.76	2.71	2.56
Daggett	NR	NR	NR	NR	NR
Davis	2.48	2.58	2.57	2.62	2.58
Duchesne	2.79	3.36	3.33	3.08	3.14
Emery	2.90	2.58	2.67	3.13	2.82
Garfield	2.00	1.83	2.00	2.00	1.96
Grand	3.07	2.39	2.67	3.08	2.80
Granite	2.44	2.36	2.4	2.46	2.44
Iron	2.73	2.44	2.72	2.71	2.65
Jordan	2.49	2.61	2.55	2.53	2.55
Juab	1.57	1.83	2.00	1.58	1.75
Kane	NR	NR	NR	NR	NR
Logan	2.63	2.61	2.83	2.83	2.73
Millard	2.50	2.27	2.56	2.67	2.50
Morgan	2.70	2.75	2.58	2.94	2.74
Murray	2.57	2.53	2.37	2.73	2.55
Nebo	2.61	2.37	2.46	2.60	2.51
North Sanpete	2.34	2.38	2.42	2.44	2.39
North Summit	2.60	2.50	2.67	2.75	2.63
Ogden	2.70	2.58	2.88	2.94	2.77
Park City	2.10	2.58	2.67	2.50	2.46
Piute	2.90	2.83	2.33	3.00	2.77
Provo	2.66	2.45	2.63	2.72	2.61
Rich	1.40	1.80	1.00	1.75	1.49
Salt Lake City	2.33	2.35	2.28	2.40	2.34
San Juan	2.60	2.33	2.47	2.50	2.48
Sevier	2.60	2.75	2.67	2.88	2.72
South Sanpete	2.10	2.28	2.50	2.13	2.25
South Summit	NR	NR	NR	NR	NR
Tintic	1.80	2.33	3.00	2.50	2.41
Tooele	2.40	2.19	2.32	2.51	2.35

(table continues)

District	Accuracy mean	Utility mean	Feasibility mean	Appropriateness mean	Total value mean
Uintah	2.24	2.03	2.43	2.35	2.26
Wasatch	2.33	1.89	2.67	2.33	2.31
Washington	2.63	2.56	2.72	2.62	2.63
Wayne	NR	NR	NR	NR	NR
Weber	2.60	2.51	2.58	2.62	2.56

Appendix H

District EYE Contact Response Data

Table H-1

District EYE Contact Response Data

District	Question 1 ^a	Question 2 ^a	District value ^b	Portfolio format ^c
Alpine	1	1	1	1
Box Elder	2	2	2	5
Beaver	2	1	1.5	5
Cache	1	1	1	1
Carbon	2	2	2	2
Daggett	1	1	1	1
Davis	1	1	1	2
Duchesne	1	1	1	5
Emery	1	1	1	1
Garfield	2	1	1.5	1
Grand	2	2	2	2
Granite	1	2	1.5	2
Iron	1	1	1	2
Jordan	1	1	1	3
Juab	2	1	1.5	3
Kane	1	1	1	0
Logan	1	1	1	1
Millard	2	1	1.5	1
Morgan	2	1	1.5	3
Murray	2	1	1.5	1
Nebo	2	1	1.5	2
North Sanpete	2	1	1.5	1
North Summit	1	1	1	1
Ogden	2	1	1.5	3
Park City	2	1	1.5	2
Piute	1	1	1	0
Provo	2	1	1.5	2
Rich	1	1	1	1
Salt Lake City	1	1	1	3

(table continues)

District	Question 1 ^a	Question 2 ^a	District value ^b	Portfolio format ^c
San Juan	2	1	1.5	1
Sevier	1	1	1	4
South Sanpete	1	1	1	3
South Summit	2	1	1.5	3
Tintic	2	1	1.5	1
Tooele	2	1	1.5	2
Uintah	1	1	1	1
Wasatch	1	1	1	3
Washington	1	1	1	3
Wayne	1	1	1	4
Weber	1	1	1	2

^a No was assigned a 1, Yes was assigned a 2.

^b Question 1 and 2 were added together and averaged.

^c 1 indicates "No Format," 2-Follows State Recommendations, 3-Follows State recommendations plus additions, 4-Uses another district's format, 5-Format based on INTASC Standards.

Appendix I

Correlation Summaries of Value Variables

Table I-1

Correlation Summaries of Value Variables

Value subscales	Format	Assignment	Age	Years of experience	District	District training	District use of portfolio
Total	$r_{\text{eta}} = 0.10$ $p = 0.30$	$r_{\text{eta}} = 0.11$ $p = 0.02$	$r = -0.11$ $p = 0.10$	$r = -0.03$ $p = 0.41$	$r_{\text{eta}} = 0.29$ $p = 0.05$	$r_{\text{pb}} = -0.15$ $p = 0.00$	$r_{\text{rho}} = -0.07$ $p = 0.09$
Accuracy	$r_{\text{eta}} = 0.07$ $p = 0.74$	$r_{\text{eta}} = 0.10$ $p = 0.06$	$r = -0.16$ $p = 0.00$	$r = -0.05$ $p = 0.27$	$r_{\text{eta}} = 0.25$ $p = 0.50$	$r_{\text{pb}} = -0.10$ $p = 0.02$	$r_{\text{rho}} = -0.02$ $p = 0.72$
Utility	$r_{\text{eta}} = 0.10$ $p = 0.31$	$r_{\text{eta}} = 0.09$ $p = 0.08$	$r = -0.13$ $p = 0.00$	$r = -0.02$ $p = 0.61$	$r_{\text{eta}} = 0.31$ $p = 0.01$	$r_{\text{pb}} = -0.18$ $p = 0.00$	$r_{\text{rho}} = -0.16$ $p = 0.00$
Feasibility	$r_{\text{eta}} = 0.13$ $p = 0.097$	$r_{\text{eta}} = 0.13$ $p = 0.01$	$r = -0.06$ $p = 0.17$	$r = -0.05$ $p = 0.24$	$r_{\text{eta}} = 0.29$ $p = 0.04$	$r_{\text{pb}} = -0.10$ $p = 0.01$	$r_{\text{rho}} = -0.07$ $p = 0.10$
Appropriateness	$r_{\text{eta}} = 0.12$ $p = 0.12$	$r_{\text{eta}} = 0.10$ $p = 0.06$	$r = -0.03$ $p = 0.44$	$r = -0.02$ $p = 0.67$	$r_{\text{eta}} = 0.32$ $p = 0.01$	$r_{\text{pb}} = -0.14$ $p = 0.00$	$r_{\text{rho}} = -0.02$ $p = 0.60$

Appendix J

Forced Question Instrument Response Data

Table 24

Forced Question Instrument Response Data

Question	SA		A		D		SD		NK		M	SD	Median	Mode	Skewness	Skewness SD	Kurtosis	Kurtosis SD
	#	%	#	%	#	%	#	%	#	%								
1	42	7.0	162	27.0	338	56.2	31	5.2	28	4.7	2.38	0.70	2.00	2	0.62	0.10	0.18	0.20
2	44	7.3	219	36.4	286	47.6	24	4.0	28	4.7	2.49	0.70	2.00	2	0.33	0.10	-0.22	0.20
3	39	6.5	173	28.8	311	51.7	53	8.8	25	4.2	2.34	0.74	2.00	2	-0.37	0.10	-0.69	0.21
4	143	23.8	236	39.3	147	24.5	30	5.0	45	7.5	2.88	0.85	3.00	3	-0.31	0.10	-0.63	0.21
5	81	13.5	176	29.3	192	31.9	46	7.7	106	17.6	2.59	0.87	3.00	2	0.46	0.11	-0.72	0.22
6	47	7.8	176	29.3	314	52.2	41	6.8	23	3.8	2.40	0.74	2.00	2	-0.44	0.10	-0.08	0.20
7	34	5.7	130	21.6	336	55.9	91	15.1	10	1.7	2.18	0.76	2.00	2	0.49	0.10	0.16	0.20
8	60	10.0	264	43.9	220	36.6	36	6.0	21	3.5	2.60	0.76	3.00	3	-0.05	0.10	-0.34	0.20
9	72	12.0	324	53.9	166	27.6	18	3.0	21	3.5	2.78	0.70	3.00	3	-0.22	0.10	-0.04	0.20
10	42	7.0	211	35.1	292	48.6	42	7.0	14	2.3	2.43	0.73	2.00	2	0.24	0.10	-0.20	0.20
11	78	13.0	263	43.8	206	34.3	23	3.8	31	5.2	2.69	0.75	3.00	3	0.00	0.10	-0.44	0.20
12	87	14.5	163	27.1	305	50.7	27	4.5	19	3.2	2.53	0.80	2.00	2	0.50	0.10	-0.55	0.20
13	68	11.3	207	34.4	273	45.4	27	4.5	26	4.3	2.55	0.76	2.00	2	0.32	0.10	-0.44	0.20
14	84	14.0	226	37.6	214	35.6	17	2.8	60	12.8	2.70	0.77	3.00	3	0.15	0.11	-0.64	0.21
15	46	7.7	187	31.1	316	52.6	25	4.2	27	4.5	2.44	0.70	2.00	2	0.52	0.10	-0.07	0.20
16	47	7.8	225	37.4	255	42.4	24	4.0	50	8.3	2.54	0.71	2.00	2	0.22	0.10	-0.30	0.21
17	96	16.0	262	43.6	191	31.8	26	4.3	26	4.3	2.74	0.79	3.00	3	-0.08	0.10	-0.51	0.20
18	82	13.6	275	45.8	176	29.3	15	2.5	53	8.8	2.77	0.73	3.00	3	-0.05	0.10	-0.40	0.21

Appendix K

Open-Ended Responses to Advantages of Portfolios

Table 25

Open-Ended Responses to Advantages of Portfolios

Theme	Response
Reflection/self- evaluation	<p>I was able to look at some aspects of my teaching.</p> <p>The reflection process.</p> <p>It should student work, which reflected good teaching practices and learning of the student.</p> <p>It gave me a chance to reflect on what I was doing, what I wanted to be doing, and how to get there. My self-reflection and evaluation I was able to improve my teaching practices. By reviewing what I wrote, I could remind myself of my philosophies on teaching before job interviews.</p> <p>The reflection process was a major help for me. The opportunity to look at the different strategies I used in depth helped to identify effective and ineffective ways to teach my students.</p> <p>It did give me another chance to reflect on work that I had done with my students.</p> <p>It allowed me to reflect over the past three years of teaching.</p> <p>Personal reflection and progress.</p> <p>Reflecting on teaching practices throughout the year.</p> <p>I did have to reflect about what I did that actually fit into the categories.</p> <p>Helped me reflect on my teaching.</p> <p>Time to reflect about what is working and what is not.</p> <p>I was able to reflect and look back on my teaching practices.</p> <p>I was able to reflect on some of my activities and teaching practices and made me evaluate their usefulness for core curriculum.</p> <p>I found information about different part of teaching that as a new teacher I needed to learn and use.</p> <p>Reflecting on my teaching practice.</p> <p>Reflecting on my teaching.</p> <p>The portfolio had me reflecting upon my teaching practices but it was never seen by my principal or used for any job interviews.</p> <p>One major advantage was my ability to reflect on what I had done/not done previously in the year.</p> <p>I liked that it was electronic and encouraged reflection.</p> <p>Helped you reflect on your strengths or weaknesses.</p>

(table continues)

Theme	Response
	The biggest advantage of completing the EYE training and portfolio is that it gave me the opportunity to use a variety of strategies for best practices in teaching.
	Reflecting on my teaching.
	I had to stop and reflect on what I was doing as a teacher.
	Being able to reflect and see how I met all the standards.
	Writing down your reflections as a teacher. I do it all the time, I just don't write it down to prove that I have reflected.
	The portfolio acquainted me with the Utah Professional Teaching Standards and helped me reflect on my use of those standards.
	Opportunity for self-reflection. Allowed for inclusion of successful experiences.
	If used well it is a more reflective process. It is teacher directed.
	It allows you, as a teacher, to see, reflect on what you're teaching and finding what works, what didn't work.
	Reflection on teaching practices.
	They gave me a chance to review the good elements of my teaching practice.
	Nice to see all the good things I was already doing and evaluate my own performance.
	It is a great idea. It provides opportunities for self reflection and for districts to see first hand what kind of teachers work for them.
	It was good for me to reflect on my teaching strategies and education philosophy.
	It was a great reflection process, and gave me ability to present great things in my teaching.
	They can be used as way to reflect upon one's practice, if utilized properly by both teacher and administrator. They should not be another "hoop" to jump through. Teachers have far too little time as it is for lesson prep.
	A major advantage of portfolios is it provided me the opportunity to create and reflect on proper classroom practices.
	Helped me to reflect on my teaching practices.
	The portfolio would be beneficial to a new teacher. It has some great scaffolding and reflection tools to help a new teacher improve.
	It gave me an opportunity to organize and see what I did my first couple of years teaching and improve.
	It allows self reflection, discussion about teaching styles, and evaluation of ones ability to complete assignments.

(table continues)

Theme	Response
	Self-reflection.
	It allowed me to review my previous goals and the ways that I was able to accomplish those goals.
	As well as self reflection of teaching.
	Teachers were able to reflect on and improve teaching methods.
	I think it is valuable to reflect on your teaching strategies and to see what is effective and what areas need work.
	The self reflection it promoted.
	It allows you to reflect on your teaching.
	Promoted self-reflection.
	It helped remind me of the need to be addressing each of the areas and be reflective of my progress.
	I also liked that it gave me a chance to reflect on my teaching.
	It also gave me a self-reflective avenue which as a new teacher you don't have time for.
	Self-reflection and assessment.
	Required self-reflection on my teaching habits and practices.
	Some reflection.
	Reviewing and reflecting on teaching practices. Being able to show evidence of skills and practices.
	I was able to reflect on my teaching and find ways that I could improve.
	It was a chance to reflect and demonstrate professionalism.
	Asses my areas of improvement.
	Had me look at my own work and keep track of what I did.
	Ability to reflect on practice.
	I worked on it by myself and showed what I had worked on with my students.
	Gave me time to reflect.
	Reflection process.
	The portfolio gave me a chance to reflect on my teaching practices.
	Reflection.
	The advantage would be the reflection process that had to take place to complete the portfolio.
	A lot of reflection for improving my teaching.
	Personal reflection of teaching practices.
	Self-analysis of strengths and weaknesses.

(table continues)

Theme	Response
	<p>Self-reflection.</p> <p>The portfolio helped me reflect on my strengths and weaknesses as an educator. It helped me gather important documentation in one place.</p> <p>It made me sit and evaluate how I was doing things, and helped me to be aware of what I was doing in the class to be an effective teacher.</p> <p>Helped me discover my teaching style, and what I believe about teaching.</p> <p>I think it helped me to become more involved in my lesson planning. It also allowed me to take time and reflect and improve my teaching strategies.</p>
	<p>Self--eflection.</p> <p>It made me reflect on the work I was giving to my students.</p> <p>I thought it was a good way for me to look back and reflect on my teaching. It was beneficial for me to see my growth as a teacher.</p> <p>They gave me an increased awareness that I had professional development that would never end.</p> <p>It made me reflect on my teaching practices and see how closely my teaching was aligned to the standards.</p> <p>I liked the reflection part of the portfolio. You had to sit down and think about why you were teaching what you were, if it worked, and what you could do better. I do this on a daily basis anyway but sometimes writing it on paper gives you a different view.</p> <p>It helped me to be reflective of my teaching practices, and what was most effective.</p> <p>It was a good opportunity for me to reflect on my own work and to put together something</p> <p>I think it helps teacher reevaluate their teaching and be accountable. evaluate my teaching.</p> <p>I was able to see what I had accomplished over the beginning years of teaching. I also had the opportunity to think about what I had done.</p> <p>Chance to reflect on my own work and see where I could improve.</p> <p>Providing reflection, and assessing teaching practices.</p> <p>It was a great asset to help me self-reflect on ways I individualize as a teacher.</p> <p>I think it made me think about how I am working to meet professional standards.</p> <p>It really makes you reflect on your teachings and helps you to use a variety of teaching strategies. Portfolios really help you look at yourself and your style.</p>

(table continues)

Theme	Response
	They helped me identify strengths and weaknesses in my teaching.
	Reflection of my first few years of teaching.
	The portfolio gave me a chance to reflect on my teaching strategies and the effectiveness of them. I was able to change a couple of teaching techniques to help me become a better teacher.
	Made me more reflective in my teaching and lesson development. Reinforced the best practices, concepts and procedures learned in my University training.
	I was able to reflect on best practices.
	A good way to check if I was following standards. Reflection of best practices.
	The reflection I included in it let me reveal how much I think about and change my lessons to make them better for my students.
	It forced me to look at my teaching practices and make changes to improve. I agree that there should be some sort of effort put forth in order to move up levels.
	Self-reflection.
	It caused me to reflect about what I was teaching and why I was teaching it.
	Reflection and evidence of best practice.
	It allowed you to reflect on how and what you are teaching.
	Self-reflection, synthesis of best teaching practices.
	Caused me to reflect on my experiences beyond student teaching.
	I made me reflect on classroom practices.
	It required me to self reflect and think analytically about my performance within a particular standard or teaching approach, which is something that teachers need to do constantly in order to be an effective teacher.
	It forced me to look back at the previous three years with a more critical view.
	It helped me take a close look at my teaching.
	Reflection and a collection of important artifacts.
	Self-assessment.
	It helped me to reflect on what I was doing well and what I needed to improve in my teaching.
	The Portfolio gave me the opportunity to be introspective as a teacher and create a tangible record of my first year's experience.
	Self-improvement.

(table continues)

Theme	Response
	<p>It did cause me to have some reflection on my work and to evaluate some of my lessons. I do that anyway as a practice.</p> <p>Self Reflection and self evaluation.</p> <p>An opportunity for self-reflection--both celebration for areas I feel strong in and recognition of areas I need to work harder in.</p> <p>Reflection.</p> <p>Self reflection and being given the chance to have input.</p> <p>Self reflection and awareness of what I was teaching, my effectiveness as a teacher, and what I would like to do in the future.</p> <p>It did cause me to reflect somewhat on what I was doing and what I should be doing.</p> <p>I do think it is important to reflect on teaching practices.</p> <p>The portfolio helped me reflect on my teaching practices. It helped me identify areas that I could improve.</p> <p>Simply for self- reflection purposes.</p> <p>It was a great way to reflect upon my work and teaching methods.</p> <p>Good way to show what you are doing and to reflect upon it.</p> <p>The one major advantage was it gave me a focus. I was able organize the things I needed to not only teach, but accomplish the goals I wanted to.</p> <p>Required me to be reflective about my practices in the classroom.</p> <p>For me to evaluate myself as a teacher. I also was able to reflect on my performance over the past several years.</p> <p>The major advantage was my ability to better understand what I know and don't know.</p> <p>Evaluating my work. Thinking about what changes I can make as a teacher in my classroom. Seeing that there are many positive, efficient aspects of my class. Identifying some areas I would like to improve in.</p> <p>That I had to reflect on the things that I was doing in the classroom and how I have improved throughout the years.</p> <p>I think reflecting on our experiences is a valuable process. It is also nice to have something to look back on to see what I have accomplished, since in the area of education, the only person who will praise you is yourself.</p> <p>It allowed self-reflection of my teaching practices.</p> <p>Also the reflection of my teaching.</p> <p>It helped me realize I was actually meeting the standards and doing what was expected.</p> <p>It did offer some questions for reflection.</p>

(table continues)

Theme	Response
	It was good to review professional standards and make sure I was adhering to those standards.
	I was able to set goals and then monitor myself to make sure that I was actively reaching those goals. It gave me an idea of professional development I needed to complete.
	Provided some reflection.
	I had to identify strengths and weaknesses in my teaching.
	I was able to self reflect on my lessons, refer back to some of my philosophies, and display my portfolio for my students to see an effective method of organization.
	An ongoing way to track my goals and progress.
	Self reflection.
	It forced me to stop, when I was incredibly overwhelmed and busy, to reflect on my teaching strengths and weaknesses.
	It was good for me to think about my teaching practices and evaluate my strengths and weaknesses.
	It made it so that new teachers had to do more reflective work. This is great if the teacher takes it seriously. I think it made me more aware of what was important to the district administration.
	It was fun to look back on what I did in my first year of teaching compared to my 3rd year of teaching and realize the growth that I had.
	I could reflect on lessons that went well and decide what to change for future lessons.
	One small advantage I saw was it caused me to review my first 3 years of teaching experience.
	Made me evaluate my teaching practices. allowed me to reflect on my teaching I was able to see all the progress I had made.
	Reflection on the standards.
	Encourage self-reflection, encouraging teacher-research and data collection for the purpose of improving student instruction, helping kick-start a dossier project.
	The portfolios helped me to focus on areas of improvement. It helped me with documentation with my licensing requirements.
	Having me think through my goals for each lesson.
	It made me reflect on what I was doing in my classroom and how I could improve.
	I was fine in doing the portfolio and it caused some reflection to what I was doing.

(table continues)

Theme	Response
	<p>It also served as a reflective tool, which is always beneficial.</p> <p>It provided time for reflection!</p> <p>Some reflection.</p> <p>The portfolio inspired not only self reflection on teaching practices, but “how to” set a higher standard and reach my goals.</p> <p>Reflections.</p> <p>It is an excellent tool for self-reflection. Putting together my portfolio confirms for me that I am on track and covering the things that I should be covering.</p> <p>It helped me reflect on my teaching and see where areas of strength and weakness existed and gave me an opportunity to discuss various lessons and strategies with my mentor and other new teachers.</p> <p>The advantage was that I was forced to sit back and evaluate my performance and practices as a teacher. It was something that I was already doing but it offered me another opportunity to look my teaching over again.</p> <p>It does help reflect on a lesson, and write down some ways you might change it for the next time it may be used.</p> <p>Reflection. I spent a lot of time thinking about what I do in the classroom and how I teach.</p> <p>It helped me reflect on my own teaching practices.</p> <p>I believe that the only value to the portfolio is its role in reflecting how you are doing as a teacher and I understand the value of being reflective about your teaching practices but taking the time to write it out into a nice portfolio I believe takes too much precious time away from more important things.</p> <p>I was able to reflect on what I wanted to achieve in my career.</p> <p>Organization and reflection on where I am and where I need to go.</p> <p>The main advantage was that the portfolio promoted reflection of my teaching practices. Unfortunately, anybody who didn’t have the time or didn’t care could easily fake these reflections making them near worthless for assessment of a teacher’s performance.</p> <p>It did provide reflection opportunities.</p> <p>It did cause a bit of reflection on my work and future plans. It had the effect of changing my direction to better fulfill certain requirements. It did cause a bit of reflection on my work and future plans. It had the effect of changing my direction to better fulfill certain requirements.</p> <p>The ONLY advantage I see in the process is learning to better reflect upon things happening in the classroom.</p>

(table continues)

Theme	Response
<p>Display accomplishments/create a showcase</p>	<p>The chance to reflect on my lessons and progress as a teacher.</p> <p>I think that when portfolios are properly done, they can serve as a great advantage in the process of evaluation. We use portfolio assessments all of the time, so to use the same standard for our own evaluation makes sense. Portfolios provide a way for us to give evidence of a job well done, and therefore, the earning of a higher license.</p> <p>Organization of teaching materials and assessments.</p> <p>Having evidence of my professional development and classroom accomplishments.</p> <p>It was in my own words - what I chose to share. It highlighted my strengths and went deeper than a simple classroom observation.</p> <p>Proved that you knew the principles learned.</p> <p>Showing administration what goes on i.e. planning, preparation of materials, teaching strategies, re-teaching activities, etc when teaching core standards.</p> <p>Gathering data and work from my students to meet the objectives.</p> <p>The only nice thing is that now I have a portfolio that I can access if needed.</p> <p>As a teacher of students with severe disabilities, a portfolio evaluation allowed me to show and explain what I am working on with my students. Traditional evaluations would not easily apply to what is involved in my job.</p> <p>Maybe I got all my professional hours organized.</p> <p>It gave those who needed it proof of the teacher's abilities.</p> <p>It is good ways to have teachers identify what their practices, strategies, and values are as a teacher.</p> <p>Teachers can show their strengths.</p> <p>It helped organize professional data which I already had and probably needed to organize better.</p> <p>Showing my strengths and hard work.</p> <p>It's a good way to keep a record of what you've been up to.</p> <p>It showed the quality of work that I would produce, and it showed experiences I had performed.</p> <p>It gave me one line of evidence needed on my year end performance review.</p> <p>I now have something to show if I were to transfer to another state.</p> <p>It kept everything together.</p> <p>I got to highlight some of my achievements.</p>

(table continues)

Theme	Response
	Having examples of student work, having things organized for the next year.
	I got to show off a little to my co-workers about what I taught in the classroom.
	Documentation of professional development.
	I was able to show some of the things I had done with my students.
	Showed areas of strength/weakness.
	Compile what I've done.
	A place to keep work samples and notes from class.
	It was an organization tool.
	I was able to compile work samples that showed progress over the past three years.
	I complete one every year for myself as a result from learning the process.
	An accumulation of my work and performance.
	It helped me to evaluate my practices and show what I'm doing in my classroom.
	It was a different way to display my teaching strategies and accomplishments.
	It allowed me to organize my work and show that I was meeting each professional standard.
	It gave me the chance to show a little about myself and my teaching practices.
	I liked documenting my efforts in helping specific students I challenged myself to help.
	It seems like it was just used as a tool to show off what you had done. People don't put things in them that may be a weakness. You fill it up with the things that you have done really well. It seemed like just another hoop to jump through.
	That all of my evaluations are in one place.
	I got to craft the portfolio to accurately portrait the many performance assessments involved in teaching my subject matter.
	Could show some things that I did.
	I was able to keep track of what I did in and out of the classroom.
	If done properly it is a way to show what an educator has done or can do.
	Allowing me the capability to express myself and what I have done over the past 3 years.

(table continues)

Theme	Response
	<p>I can see the advantage of having an outline of what sorts of requirements the district/principal is looking for regarding teaching styles and beliefs. It is supposed to be an outlet that allows the person to pull all their thoughts together in one place to relieve a little stress. However, I don't feel like this particular portfolio did that. I didn't feel any more prepared to state what my teaching philosophies were after making this portfolio.</p>
	<p>I helped to keep things organized</p>
	<p>It is a way for me to document the things I am doing that most would not see unless they were to sit in my classroom 24/7.</p>
	<p>Choosing pieces helped me understand the goals and performance standards.</p>
	<p>It was easy to see the work I have done over the past years to qualify for relicense.</p>
	<p>I have completed three portfolios (one for my undergraduate degree, one to become highly qualified, and one for my administrative certificate) and each time it was easier to complete the portfolio.</p>
	<p>You have a demonstration of what you "potentially" can do.</p>
	<p>I able to show what I do in my classroom since people can't always be observing me.</p>
	<p>It was nice to have a collective piece of work to show people. I understand the reasoning behind the portfolio, but it ended up being a lot of work for a new teacher.</p>
	<p>It was nice to have a record of some of the things I had done as a teacher.</p>
	<p>I had to go back and look at what I had done. This helped me to organize my work.</p>
	<p>It is good to be able to see what teachers deem as important in their teaching.</p>
	<p>It allowed me to put together a comprehensive review of my work that could not be seen in a 40 minute observation.</p>
	<p>The portfolio is a good because it is a way to show all of my work as a professional in one location.</p>
	<p>Having to produce evidence was a good way of showing myself, also, what I had learned. It was surprising.</p>
	<p>I'm organized and can make myself look good on paper.</p>
	<p>Having authentic evidence of my practices and abilities.</p>
	<p>I had to keep records or articles to use as evidence.</p>
	<p>I could choose what lesson plans to put into it, so I could highlight my strengths.</p>

(table continues)

Theme	Response
	I came up with some great lessons to teach so I could present them in my portfolio.
	I don't mind doing things like a portfolio--I'm very organized and it wasn't a big deal to put it together. I took pride in making it look good. I took pictures to demonstrate what I had done, included some of my favorite assignments.
	It is helpful to have concrete evidence of what a teacher can do.
	I have a hard copy to prove I fulfilled the licensing process.
	It was effective in demonstrating what was going on in my classroom.
	It helped me be organized and put all of the stuff in one place.
	Portfolios allow good teachers the opportunity to demonstrate the practices they are already doing in class.
	It did provide one more line of evidence that I am aware of the core curriculum and what I need to teach.
	It was a nice review of what I have accomplished for me.
	It provides a record of your accomplishments, and shows some of your methods & teaching skills used in the classroom.
	The opportunity to showcase the methods I use in my classroom, lesson plans, and professional development I participated in.
	It helped keep me organized.
	Organizing items and ideas that I used during my beginning years of teaching.
	It allowed me to see how I was doing according to the Utah Professional Teacher Standards.
	It helped with organization.
	It allowed me to show my knowledge of the standards.
	Gave me a way to keep track of trainings, accomplishments, beliefs and values.
	And because it required things I was already doing in my classroom it was very easy to put together. I would much rather put together a portfolio than take a test because I think it reflected my teaching better than a test.
	The portfolio allows the educator to demonstrate their ability in functions that more closely demonstrate what they will be required to do in real circumstances.
	It gave me a chance to show what I am doing in the classroom.
	It is a good way to collect and show different effective practices.
	Portfolios give a chance to highlight strengths and reveal weaknesses as an educator.

(table continues)

Theme	Response
	<p>You could build it over the course of a couple years.</p> <p>Physical Evidence of my success and growth as a teacher.</p> <p>I think it gives you something concrete to say, “hey, look, I’m doing better than I was, even though I’m not the perfect teacher”.</p> <p>The advantage is collecting evidence of student work and keeping it for a future purpose. I can now go back and review activities that I completed a few years ago.</p> <p>It was good to organize evidence of my teaching.</p> <p>The portfolio gave me the chance to “toot my own horn” so to speak. I was able to refine and specify elements of my teaching that reflect my commitment to training and practice. I was able, in the preparation of the portfolio, to gain confidence in my work and my ability to fulfill the needs of my students.</p> <p>It showed that I know how to complete a task that is given.</p> <p>I do feel that it was another reminder to review the standards and make sure that we are meeting the requirements that we should. I also felt that it helped me work identify some of the different teaching strategies that I use.</p> <p>You can pick the things you want for people to see.</p> <p>I think the major advantage was that I reviewed a lot of information that I had collected since I started teaching. It provided a refresher about some things I was doing in the class, but needed reassurance as to why I was doing them or why they were successful.</p> <p>The EYE does ensure that teachers complete the requirements as stated and then have proof.</p> <p>You can include personal information like lesson plans that you developed.</p> <p>Keeping records altogether.</p> <p>I believe the greatest advantage was my opportunity to show areas of growth that could not be seen in a professional test or assessment.</p> <p>It was able to show work that I put into my lessons that was not observable</p> <p>I was able to choose my best work to show how I had met a standard.</p> <p>I could keep everything in one spot.</p> <p>The ability to show examples and demonstrate my abilities.</p> <p>Helped to see everything that the state is looking for</p> <p>It gave me the opportunity to add to my own professional portfolio.</p> <p>Collecting my professional development documents into one central location.</p> <p>It allowed me to exercise my creative talents.</p>

(table continues)

Theme	Response
	All the information was in one place.
	An organized collection of some of the things I am doing.
	I had a place to put all of my evaluations, licenses, and some pictures.
	Creating units and reflection on those units.
	The portfolio gave me a chance to display my application of the learning standards and remember some things I had done in the past.
	It does give a concrete way to demonstrate what is being done with the students as well as instructional methods.
	The portfolio serves as a good snapshot of the teaching experience.
	Archived things I wanted to keep and was proud of having done or participated in.
	It gave me a great summary and perspective of what has been accomplished in past three years.
	It was better than taking a standardized test! Also, I had started it in college, so it was easy to update it, rather than create one.
	I can show what I know.
	I was able to collect all the work that I had done in one place.
	It wasn't a scrapbook, but pushed me to show what and how I teach.
	It helped me organize some of my teaching artifacts.
	It did give the district office a way to see my teaching.
	It made me gather things together into one document.
	I was able to show my accomplishments to my supervisor.
	It was a good reflection on my overall abilities as an educator.
	A chance for others to see my work
	I had to find a lesson plan that would fit in to each category.
	It is good to have a chance to lay my work out in a more detailed way.
	Organizing units and lessons to use in the future.
	It allowed me to show what I really had planned for my classes. Even if the plan didn't work out the way I thought it would. It also allowed me to edit what I had in mind to help in making my teaching better.
	A portfolio is a fairly comprehensive picture of me as an educator. Certainly it is much more so than a handful of administrative observations.
	A portfolio provides an opportunity for a new teacher to document their performance and successes.
	The portfolio was a tangible evidence of educator performance.

(table continues)

Theme	Response
Administrator Communication	I think that the portfolio really helped to reflect the growth that occurred over my first two years of teaching. It showed the learning that was taking place in me and showed how I was evolving as a teacher.
	It is something that I already had to do for college courses so it was easy to update it for my first three years of teaching.
	Talking to my principal about things and her helping me get things accomplished in due time.
	It helped me get to know am evaluated better.
	It's an easy way for the district to evaluate new teachers.
	Communicate with mentor about all areas of teaching.
	They did allow the district to know that I can perform under too much pressure.
	The portfolio allowed me to demonstrate areas of expertise that the administrator does not get to see during a classroom observation.
	It allowed a two way communication and a variety of ways to let the principal see my work.
	It also helped me with communicating with the administration.
	It helped me explain to others what I was doing.
	It provided good evidence to my evaluator of my professionalism as a teacher.
	They allowed more communication between the principal and me.
	Gives the principal a chance to review work that they may not have otherwise seen.
	Opened lines of communication between my administrator and I.
	The portfolio was helpful and useful when I decided to change school districts. The administrator was impressed that I could show an adequate amount of work put forth to create this portfolio.
I was able to share a few ideas with an administrator about the methods and techniques I was using in class.	
It was a nice way for the principal to see what you were doing.	
It will be beneficial in other job opportunities.	
Something for the principal to look at for evaluation.	
Being able to show things not always seen by a principal.	
It allowed the district to see my qualifications better.	
It also provided another way for me to communicate with my principal and show him the positive things that I have done and continue to do in my classroom.	

(table continues)

Theme	Response
	<p>That I can potentially use in the future (if I decide to apply elsewhere)</p> <p>If you need another job you have a reference ready.</p> <p>I liked being able to discuss my artifacts with my superintendent.</p> <p>It could come in handy if I was looking for another job and I needed evidence of my proficiency.</p> <p>Ideally, they'd open avenues of discussion and be a way to demonstrate and share what's happening in your classroom. It doesn't usually work out that way.</p> <p>It was good to have this evidence to show my principal.</p> <p>Gave the administrator a deeper look into my classroom practices not apparent in a couple of classroom visits.</p> <p>The portfolio gives your administrator a snapshot of you as a teacher.</p> <p>Nice to keep updated to take to job interviews.</p> <p>It gave the administrators a neat little folder that could be referred to.</p> <p>I think they could provide insight for the teacher and their administrator, but the time it takes to fulfill the requirements might not be worth it. Those first few years of teaching are hard enough.</p> <p>So I the only advantage that I can see is that when I put it together it helped me get a little more organized with the things that I had been collecting for my JPAS evaluations.</p> <p>My administrator could see what I was doing!</p> <p>Help me in job interviews.</p> <p>It was nice to be able to discuss the work with my principal.</p> <p>It showed my principal extra items/more information about my teaching that I normally wouldn't just show them.</p> <p>This does make people accountable for the areas necessary to be an effective teacher. This has the potential to be an amazing tool to help increase discourse between teachers and administrators.</p> <p>If I were to apply for a job at a different school maybe the portfolio would be a way to show other teachers some of the projects I have worked on with students. This would only be a maybe since some interviews are conducted by a team of teachers along with principals. Most of the time portfolios are too cumbersome for anyone to study and evaluate and they are set aside.</p> <p>It gives the administrators who don't know you a quick view of your work.</p> <p>It only served as another tool for evaluation my administrators.</p> <p>The communication between the principal and me.</p>

(table continues)

Theme	Response
	<p>The portfolio gave me a way to communicate with the administrator about my practice. It helped me to think about what I needed to do to organize my assessments and instruction. It let me share my activities and plans for professional development.</p> <p>It was good for the principal to come and evaluate us so that they know what we're doing in our classrooms.</p> <p>My principal could see how I gather data and how I use the data to guide my instruction.</p> <p>Interview tool.</p> <p>It was a great way to show my administration, very quickly, some of the great things that I do in class and things that I am involved with.</p> <p>The only advantage I could see to the portfolio would be if you had a teacher that was really struggling with their teaching. I would be a way to open up a conversation with their administrator. It would provide a forum for both parties to discuss what works and what doesn't and what changes need to be made.</p> <p>It opened up some communication with my principal when he had to sign my paper that he evaluated it.</p> <p>It made it easier for administrators to demonstrate they were making the new teachers do something.</p> <p>I feel it at least gave my administrator something to discuss with me in terms of my professional development.</p> <p>It could (although this depends on the administrator) be a springboard to talk about the real world of what actually is happening in the classroom.</p> <p>It provided more examples for the administration to see what I was doing in the classroom.</p> <p>This gave an advantage when communicating with administrators.</p>
Teaching Tool	<p>I got to know the standards.</p> <p>It let me see what the standards are, and that is it.</p> <p>I got to know the standards.</p> <p>I was refreshed with a lot of material that would help me in teaching my field. And a way for to me to make an assessment of by progress by my goals.</p> <p>Focused what I was doing my first year and ensured I was teaching with a variety of methods and really trying to connect with students.</p> <p>The major advantages I believe were the learning process that I went through in creating or developing my portfolio.</p> <p>They allow the teacher to take a broader look at their teaching abilities.</p>

(table continues)

Theme	Response
	I was able to spend time with and get to know other teachers that were going through the same transition I was. Although I was in a content area/grade level all of my own, I was still able to spend time with other new teachers.
	It encouraged me to vary my curriculum.
	The portfolio was not just an evaluation tool, but a learning tool as well.
	I could focus on our district's 4 different standards and plan simple and reachable, yet challenging goals to measure my progress. It was also tangible evidence that I was working on improving my teaching practices.
	The portfolio helped me be aware of the professional standards.
	It was of the most value to me personally. It encouraged me to evaluate what I did and make changes as needed. It guided me in becoming a better teacher.
	They helped remind me to write lesson plan.
	If a teacher taught every class as the ones they put in their portfolio it they would become great teachers.
	I was able to better understand the INTASC standards that I was introduced to in college.
	It helped me to see what principles were important and what was required.
	Keeping up on evaluations and insuring continued improvement.
	Provided me with Professional Development appropriate for my lack of experience--some were applicable to teaching in the classroom.
	It made me think about my teaching strategies.
	Provided training in technology.
	I learned more and became more aware of what I was doing as a new teacher.
	That helped me stay on top of my goal, and it was a good learning experience.
	I do think that gathering some information and putting them where they needed to go helped me understand the strands better.
	Observing what I do well in my classroom according to set standards- as far I knew. I learned a lot more about technology, too.
	Understanding the standards better.
	With specific objectives and goals outlined in the portfolio, I was able to focus on them and work towards them.
	Broad, time to polish and improve the work.

(table continues)

Theme	Response
	<p>One major advantage of the portfolio was the process of creating the portfolio. I used good teaching practices and fine honed my curriculum design.</p> <p>It also provided the opportunity for enhancement of my teaching capabilities and increased my desire to receive professional development.</p> <p>I got to know the standards.</p> <p>When we did the group meetings for the portfolios it gave us a chance to get teaching ideas from each other.</p> <p>It also helped me in identifying the standards and expectations as an educator.</p> <p>It helps new teachers understand professional standards.</p> <p>I was able to develop some lessons that other wise I would have not. Also, some reflections proved to be beneficial improving my teaching.</p> <p>Better understanding my techniques.</p> <p>It was good to familiarize myself with the INTASC standards as a guide to becoming a professional.</p> <p>It helped me to see my progress as an educator.</p> <p>It helped me to evaluate myself to see if I was doing best teaching practices.</p> <p>The opportunity to look at the standards and refer to them for my instruction. Improve teaching.</p> <p>Discover what was expected in each area.</p> <p>It helped me to adjust and improve on my teaching practices thereby making them more effective.</p> <p>For young teachers in weak educational programs, the portfolio could well provide needed additional professional development.</p> <p>Information for myself to use.</p> <p>Keep focused.</p>
The Format	<p>They allowed the process to be personalized.</p> <p>Ease of assignments, was able to complete in a timely fashion, and clear time frame.</p> <p>Didn't take too much time.</p> <p>It was open to interpretation.</p> <p>There are many things that are allowed in the portfolio.</p> <p>Once you figured it out the first year, the following years were easier.</p> <p>It was an easy format to accomplish and answer questions.</p>

(table continues)

Theme	Response
	<p>The goals were mutually advantageous.</p> <p>Getting together with other teachers that teach the same subject.</p> <p>It was interesting to share portfolios and see other teachers' perspectives.</p> <p>It was not difficult.</p> <p>It helped to provide an induction into the profession. It allows each person to personalize to their own circumstances.</p> <p>My district kept things inline with out JPASS folder which made it easier to know what was expected.</p> <p>You could kind of pick what you wanted to be evaluated on.</p> <p>It went along with JPAS so it basically killed two birds with one stone.</p> <p>I was given flexibility to show my strengths in each of the areas of my portfolio.</p> <p>Similar to JPAS folder (used for district evaluations) so I could pull a lot of things from that.</p> <p>We had lots of choices for our portfolio.</p> <p>It wasn't very hard to do.</p> <p>It works for all areas. You can cater it to what you teach so it is more applicable.</p> <p>Working with a mentor.</p> <p>It probably increased the rate of teacher attrition, making it easier to find a job for those who were coming into the profession.</p> <p>It fit with our JPAS and didn't double the work load.</p> <p>There needs to be some way to assess the practices of new teachers, and a portfolio fulfills that need.</p> <p>It was easy, and didn't require much thought.</p> <p>It allowed for individual application of principles and free enterprise of ideas.</p> <p>I could work on it when I had the time to. I was able to assess myself.</p> <p>The objectives were clear on what was exactly needed to obtain a level II license.</p>
Effective Evaluation	<p>It provides an accurate tool for evaluation.</p> <p>I think it gave the state/district something tangible to evaluate us on.</p> <p>I can see that there needs to be some sort of accountability and assessment and this seems a logical means to do so.</p> <p>It gives teachers something to do to fulfill EYE.</p> <p>Made it easier for me to be ready for my JPASS folder</p>

(table continues)

Theme	Response
	<p>Accountability.</p> <p>It enabled me to become a level 2 teacher.</p> <p>Well organized evaluation.</p> <p>I had to be accountable for the work I was doing.</p> <p>I think it was a fairer way to critique me.</p> <p>To know what was expected of me in my evaluations.</p> <p>It met the state standards. It made sure that I had completed the requirements.</p> <p>I liked that the portfolio standards were different in such a way that I recognized what areas I need to work on and also pointed out those that I was already doing well.</p> <p>Advanced my teaching status to a level 2.</p> <p>It helped me get my level 2 license.</p>

Appendix L

Open-Ended Responses to Disadvantages of Portfolios

Table L-1

Open-Ended Responses to Disadvantages of Portfolios

Theme	Response
Time consuming/time wasting	<p>A good portfolio takes a lot of time to complete. For those of us who are a bit disorganized, it can be hard to gather all of the necessary evidence. These are however, small disadvantages.</p> <p>It felt more like a hoop than a learning opportunity.</p> <p>It seemed like another hoop to jump through.</p> <p>I believe the time spent on the portfolio was just something else to take away from the extra work I was doing in my classroom.</p> <p>It was a time waster.</p> <p>A lot of time was taken. Doesn't really portray all parts of the job of a teacher. Doesn't show the student/ teacher relationship.</p> <p>The use of the portfolio after completion is one disadvantage. The effort required should have some follow up in my opinion.</p> <p>Time requirements for one more thing that a new teacher has to manage.</p> <p>Waste of time</p> <p>I know that there have been changes to this process of the portfolio, but when I did it, it took too much time. The expectations of what it should look like were different depending on the principal you worked with. That is if your principal communicated their expectations with you.</p> <p>The time it took.</p> <p>Too much work for how long the principal looks through it.</p> <p>Teaching is a profession with so much required as it is, and much of the work expected of us happens after hours, when we are not on contract time, and we don't get paid overtime. This is a major contributor to teacher burnout. The portfolio just added extra work to an already extremely busy schedule.</p> <p>Time.</p> <p>Time requirements are not realistic...teachers should be observed in their classrooms, where material can be truly assessed appropriately.</p> <p>Extra time and work.</p> <p>I did feel like it was time consuming because they give never teachers everything to do at once and at the same time you're trying to learn the basics of teaching.</p> <p>Time, time, time. Teachers are so strapped for time. Our lives become consumed with what we can do in our classroom that our time with families and other aspects of our life are taken away.</p>

(table continues)

Theme	Response
	I already reflected on my daily performance and what lessons worked and what didn't. Creating the portfolio was just another hoop to jump through to make something look good on paper.
	Very long process and it was sometimes overwhelming when I had so much to do, being a new teacher.
	Just another hoop to jump. Too much time taken to make something to which almost no one paid attention.
	It was a waste of my time.
	I spent quite a bit of time completing the portfolio and the administrator who reviewed it simply glanced at it.
	It took a lot of time for something that was barely looked at and is now barely used.
	Time consuming,
	Time consuming,
	None- it was more of just busy work.
	It took time out of my fist years of teaching that I could have used doing other things.
	I put a significant amount of time into preparing the portfolio and was looking forward to an in-depth discussion with my administrators about my classroom.
	It took a lot of time to organize and prepare the portfolio. It was also time consuming trying to figure out which artifact I had would go with the standard.
	It took a lot of time that might have been spent in lesson planning and preparation.
	You have too much to get done during your first three years of teaching. A portfolio is another "thing" to do while you are trying to keep your head above water. Honestly, I was getting all of it done at the last minute. It was very stressful and a waste of time!
	A new teacher is already task saturated. Having this extra burden with very little real benefit was another loop hole. It did not give as much as it took from my professional development.
	It seemed like just another hoop to jump through. We put our Praxis test scores in it, our data resources, and our professional hours...how does that help you with your professional development?!?!
	It took a long time to complete, which was several years ago. I have seen what the newer teachers have to do and feel bad for how huge their portfolio has to be. It needs to be shorter! I am not saying that it needs to be not as inclusive but more to the point and not repetitive.
	It was just another hoop to jump through.

(table continues)

Theme	Response
	To me, it felt like I was just jumping through hoops to get all the requirements done.
	I felt more like it was just one more thing to occupy my time, when I had better things I could have been doing with my time to enhance my teaching in the classroom.
	Did not feel like putting together this portfolio was a good use of my time. It will probably not even be looked at or used again.
	It took too much of my time and I felt most of the items required were just busy work.
	I felt it was a waste of time.
	Take time away from teaching or preparing for it.
	It took time.
	The amount time that it took.
	It is time consuming and overwhelming.
	During the first years of teaching, I really feel that our focus should be on TEACHING - not taking classes and doing portfolios. I felt that there was more required during my first years teaching than when I went to college. Isn't that the purpose of going to school for 4 years and student teaching? I really felt I could have been a much better teacher the first few years if I didn't have so much "busy work" which is what the portfolio really became. My principal got to know me and how I teach by talking with me, observing me, etc. The portfolio didn't seem to be important or make a difference.
	I think that the portfolios were time consuming.
	The major disadvantage was the time I put into making it compared to the emphasis the principal put on it.
	It's hard to find time to do the "extras" that are required of teachers.
	The portfolio was very time consuming.
	It took a lot of time to put it together.
	It took much time for me to put together, especially in typing and organizing examples, pictures, and work samples. I was quite busy teaching my students and doing end-of-year tasks, and it was time consuming.
	Time consuming for a new teacher and not very useful to the administrator.
	The year I graduated we were told to do a portfolio. Then upon graduation and the EYE process our district had us do new portfolios that reflected the new ones everyone were now to use. Had I not put so much time and effort into my first one, it may not have been so bad, but to have to redo it was ridiculous and a huge waste of my time.

(table continues)

Theme	Response
	<p>Like I said before, some people use the portfolios and the others don't even look at it. You spend hours and hours on the portfolio, and it isn't really worth it for all the work. The day I started teaching, I haven't looked at the portfolio since then. The only things I still use are the letters of recommendation and my resume.</p> <p>I liked the eye program but, the portfolios were a waste of time. I haven't looked at it since I was done with it. The portfolio ended up being one more thing I had to do. As if being a new teacher wasn't enough. I think I would have got more out of it later in my career.</p> <p>The first three years are a struggle anyway, and then having to keep track of and figure out ways to incorporate what I was doing into the portfolio was time consuming and frustrating.</p> <p>Time was often a pressure, and expense.</p> <p>I thought that it was just a big "hoop" to jump through.</p> <p>Time consuming--but reasonable.</p> <p>It was time consuming and stressful.</p> <p>Time, effort, time away from school for training.</p> <p>Time consuming. I haven't used it since I prepared it.</p> <p>I thought it was a waste of time.</p> <p>Portfolios are a major waste of time and energy. I could have done the licensing process extremely quickly without it. Requiring this of new teachers is probably one reason why we don't have teachers stay here in Utah.</p> <p>I thought it was a waste of time.</p> <p>It was busy work.</p> <p>It was time consuming.</p> <p>New teachers are busy. This is one more thing on an already huge pile of things to do.</p> <p>I believe it was an added stress to teachers in their early years when they should be focused on becoming a teacher. They instead have to worry about and stress over this portfolio-the [portfolio in my opinion should be done after the first three to five years.</p> <p>It was time consuming and wasting,</p> <p>It took too long,</p> <p>Time.</p> <p>It really was just extra work.</p>

(table continues)

Theme	Response
	<p>The biggest disadvantage was how much time it took. It just seems like you get done with graduating and doing the same process and then you have to do it all over again!</p> <p>I completed the portfolio as a six-year veteran teacher because I changed districts. I didn't do one to relicense. It felt like busy work that I added on top of my grading and curriculum creation.</p> <p>The time it takes to prepare it. I am still learning how to teach and putting lesson plans together.</p> <p>It took additional planning time that as a new teacher is vital.</p> <p>It didn't seem like it was set up to help me reflect or improve on my teaching; it was just another hoop for me to jump.</p> <p>Stressful.</p> <p>This is a timely process.</p> <p>Another hoop was provided for new teachers to jump through in order to rise to a more "highly qualified" status.</p> <p>It was just another hoop to jump through.</p> <p>No one really looked at my portfolio which made it a pointless waste of my time.</p> <p>It was time consuming and confusing as to what it should consist of. Although some things were good such as the evaluations/observations, it felt like it was just another thing to take up precious time. I felt like the observations my administrator did should be sufficient.</p> <p>Time was extensive, however I personally and professional grew because of the experience.</p> <p>Time spent lack of usage other than the EYE requirement, unfairness to new teachers. The idea of the portfolios for professional growth and development is a good one. Using a portfolio for evaluation purposes is also a good idea. I think if new teachers are required to prove themselves through a portfolio, others should be as well. It should be school and district wide to be beneficial to all.</p> <p>We all felt it was another hoop to jump through. We felt observation would be the best way to demonstrate our abilities as an educator.</p> <p>Time</p> <p>It did take some time, but was not excessive.</p> <p>It is just another thing that we need to get done. It is basically the same as the JPAS portfolio. It all was redundant.</p> <p>I didn't realize that it needed to be done from the beginning of my teaching career, so I didn't have a lot of time to prepare.</p>

(table continues)

Theme	Response
	<p>I haven't used it as a resource by any means while teaching. I try to keep it updated just in case I need to interview for a new position and to show that I am highly qualified.</p> <p>When we were asked to do things which were time consuming but not worthwhile.</p> <p>They took a lot of time and just seemed like jumping through the hoops.</p> <p>The time it took away from my class preparations.</p> <p>It didn't seem to serve a very significant role in anything pertaining to what I did on the job, or in my teaching evaluations, etc... It seemed to be more of a self reflection process that did prove somewhat valuable after the time taken to complete it. Other than that, it seemed of little importance to others in the profession, as well as, me.</p> <p>Timing, help available.</p> <p>It felt like busy work. I didn't feel like it could connect well with what I was doing already in the classroom.</p> <p>Time.</p> <p>It is another hoop to jump through when you are a new teacher.</p> <p>It was kind of a hoop. I think more frequent observations and discussion of assignments as they are taught would be much better. Talking about the assignments months later loses the immediacy and the chance to help the new teacher in the moment. We are not observed enough.</p> <p>I didn't feel that it was any different from the portfolio required at my graduation...My principal saw this when he hired me - so in my opinion it was a waste of time. Didn't really help me to be reflective, just took up more of the time that I needed to be preparing the good lessons that the portfolio was supposed to display - I think it's better for a principal to see the actual lesson - not the "evidence" - Anyone can make evidence, but not everyone can teach the lesson.</p> <p>As a newer teacher it seemed at times that it was just something else I had to do.</p> <p>It took a lot of time. It now sits on my shelf gathering dust.</p> <p>Time.</p> <p>Wasn't used outside of college, to my knowledge.</p> <p>The portfolios mandated materials were time consuming, and could have been managed better. I felt that the school district is placing too much emphasis on busy work, when first year teachers have enough on their plates. The portfolio could have been a great idea for teachers to reflect and learn, but it's implementation was poorly thought out through the abundance of work. I do, however, acknowledge the fact that the work load did decrease, and became more effective in my third year of the EYE program. During this year the work load seemed reasonable and it did truly help me to reflect and become a better teacher.</p>

(table continues)

Theme	Response
	<p>Was just more work as a new teacher.</p> <p>It took a lot of time to complete and my administrator didn't have time to go through it as I would have liked. I would have rather spent the time putting together units and things I can use in my classroom instead of a show and tell of what I have done.</p> <p>Time. Very consuming for the level one teachers.</p> <p>Time spent.</p> <p>Very time consuming, had to take the praxis anyway...</p> <p>I thought it was redundant to do a portfolio and JPASS folder. They were almost the exact same thing, we just had to organize things differently so it was kind of a waste of time.</p> <p>Time. As a new teacher, I am busy building my own philosophy while in the teaching position. Having to do the portfolio took a lot of time for me, which I felt took away from my beginning years. I worked really hard making sure it was accurate!</p> <p>Lots of time, never use again.</p> <p>Filling out the reflections - we do that constantly in our heads anyway and who needs one more thing to do when you're a new teacher??</p> <p>It was very time consuming, and seemed like busy work in many ways.</p> <p>TOO time consuming - I was always wondering if I was supposed to be spending my time on my portfolio or in my class.....My class suffered because of the portfolio.</p> <p>It was time consuming and not worth it.</p> <p>I really felt like it was a waste of time. Since completing my EYE portfolio no one has needed to look at it. I feel my student teaching portfolio is a better reflection of my work. I also felt like after teaching for 2 years it was just another thing to do and I had just completed a portfolio during student teaching (not much has changed in 2 years). I had an excellent education and my student teaching was much more in depth. Honestly the EYE portfolio was just another hoop to jump through.</p> <p>Taking the time to document and put the portfolio together.</p> <p>The portfolio took a lot of time and I did not find it to be very useful. I think the portfolio was a lot of extra work to show things that teachers are already doing in the classroom. It was just one more thing that needed to be done.</p> <p>Length.</p> <p>TIME, TIME, TIME gathering enough evidence.</p> <p>It took a lot of time everyday, which was hard because I was teaching classes also.</p>

(table continues)

Theme	Response
	<p>I felt like it was one more thing I had to do. I felt overwhelmed and frantic as is. I was already spending most of my evenings at school or at home doing school work. It did get better as time went on. I felt like I was putting it together just to meet the requirements and get it done.</p> <p>It was just another hoop to jump through.</p> <p>VERY time consuming and stressful!! We should have been compensated in some way.</p> <p>It took a little bit of time, not too bad though.</p> <p>The fact that it is one more thing to do as a beginning teacher when you are already often times overwhelmed. I am not sure that it in anyway reflects what kind of a teacher one really is.</p> <p>BUSY WORK.</p> <p>Time to compile it.</p> <p>It took time away from more important things.</p> <p>While the current portfolio process has its advantages, my overall opinion of it is that it is simply another “hoop” to jump through. Big words and long explanations can’t begin to show what is really going on in the classroom. It felt like another college project that I had to get through to get to what I wanted. A form to type simply can’t begin to explain the hours, emotions, and efforts that I have put into the children in my classroom.</p> <p>Time, feeling of hoop jumping after four to six years of college.</p> <p>It took time and was somewhat made more to what was perceived as needed rather than what was really learned.</p> <p>a lot of extra work on my personal time.</p> <p>Time in trying to put it together.</p> <p>It was just another time-consuming thing that I had to do last year. It did absolutely nothing for me. Does mine even exist anymore?</p> <p>I don’t know if the first few years is the right time to pile all this extra work on new teachers who or stressed just figuring out classroom management and all the hidden curriculum involved in the community of their school.</p> <p>They’re time consuming!!! Especially, when added to everything else a new teacher has to deal with and think about.</p> <p>Time as a new teacher most of the time you are fighting just to keep your head above water with all the things you need to do and adding one more thing that is highly time consuming is like strapping a weight to your leg.</p> <p>I am not sure the reason behind any portfolio, I have had to do three different ones in the last four years and haven’t done anything with them other than put them together. No one has looked at them. The lady who is over licensing looked at it and told me I had everything in it that needed to be there. It seems like a lot of time is put in to them to just sit on a shelf, or shoved in some box to make room for other materials.</p>

(table continues)

Theme	Response
	<p>Very time consuming!</p> <p>It took a very long time to put it together and I don't feel my principal really looked at it or cared about all the work I put into it.</p> <p>Time and busy work.</p> <p>I created my portfolio while I was in college but I did have to add to it and change some things. This was time consuming.</p> <p>It took some time and thinking of how to put the portfolio together.</p> <p>it didn't do much. It only provided more work for me.</p> <p>New teachers are busy and I felt like the portfolio was just another hoop to jump through. I understand that it is difficult to assess teachers and that portfolios provide an easy way to demonstrate effective practices. I have read the research behind portfolios, but I feel that teachers are professionals and should be treated as such. I am a successful teacher, have high CRT scores, and students enjoy my classroom. If I am being successful in the classroom, if my students are doing well on their CRT's, and if parents are happy, why should I have to do more things to prove that my college education was good enough?</p> <p>Time!!!! I don't think my administrator used it.</p> <p>The portfolio was a lot of work for nothing.</p> <p>One more thing to worry about when I had no more desire to jump through the hoops of college.</p> <p>Too time consuming. The first years of teaching are busy enough.</p> <p>Took time away from preparing for teaching.</p> <p>Extra work on a first year teachers trying to survive.</p> <p>The time it takes to develop and produce artifacts for the portfolio, as well as assembling those artifacts into the portfolio format.</p> <p>Much of what I collected was what I was already doing for my evaluations for the school and district. Thus, I thought I was just doing busy work by doing the same thing twice. I don't think it really helped me grow. I just felt like I was jumping through another hoop.</p> <p>It took A LOT of time. I even had to take a few days off of work to work on it, and that didn't seem right?</p> <p>Some were a waste of time.</p> <p>I never used my portfolio.</p> <p>It is very time consuming and I think that the time could be used better in the classroom.</p> <p>The time it took because we already have so much to do.</p> <p>Time consuming.</p>

(table continues)

Theme	Response
	Wasn't utilized and didn't really matter in the long run.
	It was busy work that felt like jumping through hoops.
	It took a lot of time to complete in the early years of teaching.
	It seemed to be a lot of busy work when putting it together. I would have liked to spend this time preparing lessons for my students in my class.
	Some of the requirements for the portfolio felt more like a checklist than anything else. I felt like I was just jumping through hoops.
	Some of the requirements for the portfolio felt more like a checklist than anything else. I felt like I was just jumping through hoops.
	It takes A LOT of preparation.
	One day of portfolio training away from my students. I was completing my masters while jumping through EYE hoops.
	It seemed like just another requirement given to new teachers. I had so much other stuff to do as a new teacher that it seemed like such a bother. I worked extremely hard on my portfolio and my principal looked at it for about 15 seconds and closed it back up. What a waste of time in my situation.
	Even though it didn't take a lot of time to complete, I don't feel like it was worthwhile. It is not something that I will look at or use in the future. The elements it contained were already things that I had, on my own, decided to change or review. Having to write up a description and reflection seemed like a waste of time. I feel that the same benefits could be achieved by an interview and discussion about it, rather than having to create the portfolio.
	I felt that the whole construction of the portfolio was, to be blunt, a waste of time. It was time that could have been spent on other preparation for the classroom. It felt as though my principal was not particularly interested in reading through my work and, in the end, was just a hoop to be jumped through.
	It was busy work. It took a lot of time
	In took extra time outside of work and time away from my family.
	One more pain-in-the ___to worry about that first little while. It is really a difficult time.
	I spent way too much time completing it and I didn't get paid extra I felt like we should get something for all the hard work we put into it.
	The fact that the time I spent on it was a complete waste.
	It took too much time and I did not like the fact that I had to work on that on top of trying to get organized during my first years. I was already doing what was required in the portfolio but putting it together for show was a pain.
	I graduated in Dec 02, but I didn't have my license until Mar 03. I was under the impression I didn't have to do it until the end. Time became my disadvantage on this portfolio.

(table continues)

Theme	Response
	<p>I don't think they are necessary. The information that was included in my Portfolio was exactly what was covered in my JPAS interviews. I used the same documents. It seemed redundant.</p> <p>Waste of time- just one more thing to require of an already overqualified professional.</p> <p>As a new teacher, it is very time-consuming. Also, what is required of the portfolio is quite vague so you are also wasting time trying to guess what they think should be in there. New teachers do not need portfolios; new teachers need groups to work with and debrief. Their paper workload is already to the maximum. Adding a portfolio on top of that doesn't help any, especially considering that most of them already did one in college, from which they usually have just graduated.</p> <p>I came from another state after two years of teaching. I had done a portfolio before, and for me much of the EYE was redundant. By the time I finished my portfolio, I was a quite experienced teacher, and it was just too much extra work.</p> <p>Time, Time, Time.</p> <p>I felt like in some aspects it was busywork (to be honest) and way too complicated. It took countless hours to put together... hours that could have been better spent (in my opinion). I think the portfolio should be simplified and I think you can get the same outcome.</p> <p>It took precious time away from the real important things like preparing lessons and grading papers.</p> <p>Some of my colleagues did their in college and their principals made them redo it, I feel this was a waste of time. It should be an ongoing thing not something that should be changed when you are in the profession.</p> <p>Time it took was a waste.</p> <p>It was very time consuming.</p> <p>as far as I can see it just gave me one more thing to do and took time away from things I could have been doing in the classroom.</p> <p>Too much is required. I feel things would be best accomplished if we spent more time in the classroom and less on work such as this.</p> <p>Portfolios take a lot of valuable time to complete in a professional looking way.</p> <p>It took time to complete when I was under pressure to do other things. It's another "hurdle" in a long line of hurdles set forth for educators. Perhaps a portfolio should be an optional requirement only required when an administrator feels it is necessary for a teacher.</p>

(table continues)

Theme	Response
	<p>The portfolio is not a piece of work that I use. It did help me reflect on my practices but my district I work for already has an extensive evaluation process that encourages best teaching strategies and holds us accountable for that. Because of my district's evaluation I already had a relationship with my principal and the principal knew how I taught and what I could do to improve. I did not find the portfolio to be the most effective use of my time. I have never used my portfolio or discussed it with anyone else since I showed it to my principal 2 1/2 years ago.</p> <p>I put a great deal of time and effort into the preparation of my portfolio and expected my administrator to spend some time going over it with me.</p> <p>Lots of time spent on it.</p> <p>The major disadvantage was a matter of time, which was not terrible but when you are working on various other items that required immediate attention for your classroom, the portfolio was not the priority.</p> <p>It felt like it was a waste of time and that I was just doing busy work to complete a task.</p> <p>I felt like it was time consuming.</p> <p>Time to put it together. I'm not sure it was worth it.</p> <p>I feel that the portfolio was just another hoop to jump threw.</p> <p>The time it took to put it together.</p> <p>A lack of time to prepare all of my lesson plans and the portfolio.</p> <p>Most of it was time consuming and didn't really benefit my teaching.</p> <p>The time required was just another thing to add to an already chaotic year trying to get me feet on the ground and my head above water.</p> <p>Time taken was too great for no return.</p> <p>Too time consuming!</p> <p>Time to do it takes away from other things.</p> <p>I feel that for some of us it is a repeat of our student teaching portfolio. A lot of colleges are requiring the same expectations to graduate as the EYE portfolio and the provisional teaching expectations.</p> <p>There was so much to learn and absorb the first few years, this was just another chore. It could have been more effective had there been less pressure to take classes, make lesson plans etc. I personally felt it to be superfluous. It did not address issues new teachers needed to know. It rehashed our college classes.</p> <p>As a new teacher, I had absolutely no time to develop a professional portfolio.</p> <p>It is just another portfolio taking up room on my shelf.</p>

(table continues)

Theme	Response
	<p>Too time consuming.</p> <p>Again, it is so similar to the JPAS folder. Can't we just do one of them?</p> <p>It didn't encourage me to do anything I wasn't already doing. If I wasn't already reflecting on my teaching I probably would have made something up to put in my portfolio.</p> <p>I felt the portfolio was used very little by anyone other than myself. Because it was required but did not seem of worth to other people I felt it took too much of my time when a much simpler form may have still given me the reflection I needed.</p> <p>Lack of time to put one together.</p> <p>Extremely time-consuming!</p> <p>It did take a lot of time that I could have used in preparing lesson plans.</p> <p>It was a waste of time.</p> <p>The time it took to put it together.</p> <p>Time, time, time. I don't think this is an affective way to help brand new teachers who are already scrambling to get the hang of this profession. It takes precious time away from planning and creating lesson to be done in the classroom, where it matters most.</p> <p>It wasn't used for anything. I completed it, turned it in to the district and was given it back. My administrator never saw it, and didn't even care about it. It was a waste of time and energy. My mentor did not see or help me with it at all.</p> <p>It took a lot of time and I don't see that it will really be used again. What was the point besides fulfilling another requirement and jumping through another hoop?</p> <p>The time it took to put it together.</p> <p>Time, time, time. I don't think this is an affective way to help brand new teachers who are already scrambling to get the hang of this profession. It takes precious time away from planning and creating lesson to be done in the classroom, where it matters most.</p> <p>It wasn't used for anything. I completed it, turned it in to the district and was given it back. My administrator never saw it, and didn't even care about it. It was a waste of time and energy. My mentor did not see or help me with it at all.</p> <p>It took a lot of time and I don't see that it will really be used again. What was the point besides fulfilling another requirement and jumping through another hoop?</p> <p>They take too much time to put together.</p> <p>It seems to be another "hoop" new teachers have to deal with while trying to actually teach.</p>

(table continues)

Theme	Response
	I really thought it was a waste of time. I found out 3 days late that I had a portfolio even due. I threw some papers in a binder and turned it in.
	I think it was a bunch of busywork. I did mine in just a few days, and it was a lot of work. I was already reflecting on my teaching, but putting it in the desired format was just another hoop to jump through. It doesn't show whether a teacher is good or not, it takes away from their teaching and preparation time (because we only have so many hours in a day, and teachers in their first 3 years take EVERYTHING home to grade etc) and just causes undo stress on the teacher.
	It was a waste of time. The time spent making and assembling a portfolio can be better used planning for in class instruction.
	It took too much time.
	Waste of time.
	The template used to grade was poor and we were not given any freedom to make it better. I would never show it to anyone outside of the district. It felt more like a hoop than a learning experience. I have heard this has since changed though.
	I felt that the portfolio process was very time consuming and stressful.
	They are a huge hoop to jump through.
	A waste of time. Completing the portfolio was a bunch of busy work that took time away from what I really needed to focus on - teaching!
	This portfolio was a lot of work and an absolute waste of time. If the state wants to keep teachers, they can't assign them more work to do. I already put in 10-12 hour days and work my tail off to provide a good education for my students. That is what counts! Teachers need more time to plan, prepare and teach. They do not need to spend precious time putting together yet another portfolio.
	The disadvantages are that we make a portfolio for everything. For example, as an EYE teacher, creating a portfolio is kind of a hassle because you just finished a portfolio for the University you graduated from.
	It took a long time and effort for what little came out of it. I felt it was a waste of time. A short paper would have been enough for me to reflect on my teaching.
	When EYE was first established, I was one of the first teachers to go through this program. With that in mind, I had to do a lot more than teachers have to do now.
	Just the time. It's hard to find time to anything extra, but I felt it was beneficial.

(table continues)

Theme	Response
	<p>Think about the load of work and stress first year teachers' experience. They have learned to jump through many hoops to get into the classroom. They have been tested, trained, and re-tested trying to prove they are proficient and that their degree means something. The portfolio requires additional time that might be better used in the classroom or through professional development activities that provide support and encouragement during those first few years. The portfolio, in my opinion, is not a resourceful tool. With all the time and effort it takes to put the work together, it eventually becomes another book collecting dust. I had only one principal who wanted to look at my portfolio when I was being interviewed. I would rather see professional development opportunities that support and encourage first year teachers with information and ideas to work through those challenging first years of teaching. In fact, it would be wonderful to provide teachers with support by providing them with opportunities to further develop their skills by attending conferences that support newly researched teaching strategies that meet the diverse needs in the classroom today. The evidence of good teaching can be recognized through student teaching evaluations.</p> <p>TIME to make it.</p> <p>One major disadvantage was the amount of time it took to prepare and organize the portfolio.</p> <p>It really did feel like a hoop that had to be jumped through. For me personally, I did not see any true value in the process by itself.</p> <p>Time to compile.</p> <p>It took time and concentration when I felt overwhelmed with being a new teacher and developing my curriculum.</p> <p>It seemed like "jumping through hoops" to get through the requirements. More busy work that teachers do NOT need!</p> <p>I felt like doing the portfolio was a hurdle I had to do to get a Level II license. But, there is nothing a "Level II" license does for a teacher but show you did a portfolio and took the Praxis. It would be nice if changing license levels could be equivalent to "changing lanes" in your district and you actually get paid more for going to all the effort. In the end, I don't know that the experience of making a portfolio significantly changed my teaching habits enough to justify the time I spent making it.</p> <p>The EYE process is so time consuming that I was more worried about teaching and having my Principal observe me rather than worrying about my portfolio. I felt the portfolio was not used enough in my evaluation to make it worthwhile for new teachers to have it. Time would be more well spent on something else.</p> <p>It was a waste of time - just one more thing to file away.</p>

(table continues)

Theme	Response
	I honestly felt that it was a waste of time and one more additional thing to add to our "TO DO LIST". I felt that my JPAS observations were much more effective. It gave my principal a chance to see me in action. Then as we went through my JPAS evaluation it opened up discussion based on something more concrete.
	It took so much time and really didn't help me with my teaching experience. My team members, faculty, and administrator helped me more than the portfolio did. I felt it was a waste of time.
	I'm not saying it's a bad thing, but it seemed like one more hoop of busywork to jump through.
	They take a lot of time to prepare.
	New teachers have plenty to do already. It just adds to an almost full plate.
	It is very hard the first few years of teaching, and it takes time to develop a portfolio.
	I didn't think it was very practical or useful. I maybe had the wrong attitude, but I just did it to get it done, and haven't looked at it since.
	It felt like another "hoop" to jump through and another unnecessary amount of paper work when I already completed paper work for JPAS and other district requirements.
	Some of it seemed like busy work.
	It takes time. Feels like it is just one more thing to have to do. Felt like jumping through hoops.
	The portfolio took too much time. I already spend hours at school beyond my contract time and this was just one more thing I had to do that I didn't have the time to do. It is like they just keep piling things on the plate of new teachers to discourage us from continuing to teach.
	The time that the administrator took in evaluations. Sometimes they took a lot of time, and others there wasn't much time spent.
	Too much time. Nobody looked at it. Wasted energy
	I just felt like it was something I HAD to do.
	Takes time to compile.
	I thought the biggest disadvantage was the time it took to gather the data and organize it into something productive. I had a terrific mentor, my first two years, that encouraged me to save everything in a file and then at the end of the year, place it where it belongs in the EYE portfolio. I ended up having several pieces of evidence in each area. It was great advice.
	Time consuming to create and maintain.

(table continues)

Theme	Response
	<p>As a new teacher, I'm already pressed for time developing new curriculum, then I have to use valuable preparation time to put it together and write reflections. I should be spending my time bettering my lesson plans rather than wasting time and energy preparing a portfolio.</p> <p>Time consuming and some of it was busy work.</p> <p>I did a portfolio when I graduated from USU, so to me it seemed very redundant almost stupid that I had to do the same thing again when I started teaching. The portfolio was time consuming, took away from my class prep time. I think you spend tons of time in college doing this kind of stuff, why do it again? I learned more from other teachers in casual conversation about classes and class management than I did doing the waste of time portfolio.</p> <p>When you are in your first years of teaching I think it would be more beneficial to be working on making lesson plans and figuring out what to teach than to be doing busy work which was this portfolio.</p> <p>It was time consuming and didn't really help me become a better teacher.</p> <p>The time it takes to create and maintain it.</p> <p>Takes a lot of time.</p> <p>The structure of the portfolio is too restrictive. In order to make it work you have to modify many of the artifacts to fit within its structure. Therefore, it becomes time-consuming, tiresome, and in the end useless for future purposes.</p> <p>Time constraints and some of the requirements were not applicable to real life.</p> <p>I didn't have time to meet the requirements the way they were designed, making it more of a nuisance than a good way to reflect and improve. My principal looked at it for about a minute and said that it looked good, which made me feel like it was even more of a waste of my time. I probably neglected my teaching during that time because I spent time on the portfolio. I have never looked at it again; it has not been a useful tool to me since that time.</p> <p>I know of quite a few teachers who put off doing their portfolio until the last minute. Then they were running around trying to get the needed information. For it to be worthwhile it should be something that at the end of each year so much has to be done and turned in.</p> <p>Time, knowing what to do.</p> <p>The time it took to put together.</p> <p>The first three years of teaching were already hectic enough; it wasn't appreciated to have to put the portfolio together and take the Praxis during this time. Seems like these requirements should have been part of the college training, not after taking the job!</p>

(table continues)

Theme	Response
	A lot of it seemed like busy work and was time consuming.
	It took a lot of time both in the classroom and outside of school.
	It is so new that it is not being used by many.
	Time. The first few years are hard enough without trying to organize and develop more “things”.
	It felt more like a hoop to jump through. My time is valuable (5 prep hours in a rural school) and it took away from my effectiveness in preparing and presenting lessons to my students. The artifacts seemed vague & pointless and didn’t provide effective feedback for me as a teacher. The biggest complaint is that the requirements changed while I was putting the portfolio together so I had to change the things that were in it (Very time consuming with little effectiveness).
	Time consuming.
	It was a huge waste of time that will not help in the least if I seek a job transfer. It was just stupid “hoop jumping” for the government.
	Time consuming.
	It took an excessive amount of time to complete.
	It is time consuming, and unless using technology, a real pain to document.
	Was time consuming.
	Time, especially since we don’t get prep time.
	Time consuming and of little value because teaching for the first few years are overwhelming! Too many meetings, too much paperwork and too many classes to attend.
	Time consuming.
	I was in my first few years and already stressed with planning new things, organizing my classroom, etc. and felt even more stressed with the portfolio.
	Time.
	The portfolio personally did nothing for me. It was presented as this wonderful thing I could use on a continual basis to improve my teaching. I have other methods I use. The only reason I put the portfolio together was it was a requirement. I haven’t looked at it since. Reflection is an important part of teaching, but I don’t reflect in a portfolio manner. It was easy for me to put together because I just compiled my thoughts and reflections in the format they wanted. But, the portfolio did nothing to help me in my teaching practices.
	It was very time consuming and I felt like I was just trying to survive my first and second years of teaching. Having to do a portfolio on top of it all made me very overwhelmed.

(table continues)

Theme	Response
	<p>I already completed a portfolio when I was doing my student teaching, so for this stupid thing, I had to do the exact same thing I had already done. The first couple years of teaching, I was just trying to keep my head above water, and then you add something as needless as this onto the already overwhelming pile of work I had to do. It was pointless.</p> <p>It was time consuming and meaningless. A first year teacher is busy and adding more to that is terrible.</p> <p>I some ways it was just busy work putting it together.</p> <p>Every teacher in our district goes through the JPAS evaluation system. I was observed regularly for the 1st three years of my teaching. I did a portfolio every year during my 1st three years of teaching. I met with my principal and went over all observations and portfolios during the 1st three years of my teaching. The EYE portfolio and other requirements were a waste of my time and did not provide any more evidence beyond what JPAS already provided. What a waste of time and energy when a beginning teacher's time and energy are already taxed SO HEAVILY!</p> <p>It was a duplication of portfolios already completed. The first years of teaching require enormous time creating lesson plans. It just seemed to be a time consumer that I did not have time for.</p> <p>It was very time consuming. The time and work put in was not directly beneficial to the amount of teaching improvement that actually happened. I also don't know that my administrator ever looked at it or used it as an evaluation tool.</p> <p>Time required to put it all together.</p> <p>There are already many other things that take up new teachers' time.</p> <p>Time consuming- also, is a limited view of the whole teacher. A conversation about the standards would probably reveal much more.</p> <p>it took me away from things I needed to do in my classes.</p> <p>It was just busy work that I had to complete to get my license renewed.</p> <p>Time consuming for a project that did not have a lot of value to me.</p> <p>It took to much time to complete and it didn't seem important to the teaching process. The mentor was involved but not the administrator.</p> <p>Time consuming.</p> <p>I think it was a waste of time.</p> <p>It became one more thing on top of everything else that I had to do and worry about. But, I didn't know until my third year teaching that we had to do a portfolio. So, pulling everything together that I had done in three years was challenging.</p>

(table continues)

Theme	Response
	<p>I went into the EYE process with a positive attitude hoping to learn something to help me with my teaching...But instead I felt like I was just jumping hoops so my district could say they helped teachers that were in their first few years of teaching.</p>
	<p>The portfolio for my district took too much time to create. It was hard to get everything to fit the subject I taught (special education preschool).</p>
	<p>New teachers are under a lot of pressure to prepare curriculum and really just survive in the classroom. The portfolio was just an added pressure. I think that mentoring is a wonderful practice, but the only mentoring I received was to sign off the domain in the portfolio. I think the program could be better.</p>
	<p>Very time consuming with little assistance.</p>
	<p>It is a lot of work that will never be used again.</p>
	<p>The portfolio was a waste of time. The best means of evaluation and reflection were from evidence of student work, and taking classes.</p>
	<p>To be honest, I answered “strongly agree” on the question. “Development of a portfolio helped me to think differently about my work as a teacher” only because it caused me to question my role as an educator. It made me feel that paperwork and checklists were far more important than what was taking place in the classroom with the students. I was so busy doing the checklists for the EYE and going to meetings that the needs of the students were forced to be far down on the list of priorities.</p>
	<p>Irrelevant.</p>
	<p>It was a waste of time. There are much more productive things I can be doing instead of putting together a portfolio.</p>
	<p>Actually, I know this may sound negative, but I view it as just more hoop jumping. Anyone can put together a good looking portfolio and still not have adequate skills as a teacher. I have grown as a teacher through trial and error. It’s like any other profession, some will be good, others will never be. A lot depends on personality, command of the subject, and ability to connect with students.</p>
	<p>It was time consuming, confusing, not really something I have thought about again since finishing it. A great deal of the teachers feel the same way. It was a forced assignment and not much was gained in my opinion. I think there is easier ways to promote enhanced teaching and reflection. I don’t need a portfolio to get close to my principal and students. I don’t need a portfolio to tell me my weaknesses and strengths. I have other ways of finding those things out. It was just too deep and a lot of busy work.</p>

(table continues)

Theme	Response
	<p>Portfolios are very time consuming. As a new teacher trying to develop curriculums for 4-5 different classes, taking time out to concentrate on and put together a portfolio caused me stress and anxiety. It was not the reflective, thoughtful product that was expected or that I wanted it to be. I had other means of evaluating my teaching and lessons that worked better for me - putting things into a portfolio took time away from all of my other responsibilities. I would have preferred to take each of the sections of the portfolio and show the evaluator in my classroom where I was in compliance with the expectations listed for the portfolio. I do not use my portfolio today at all.</p> <p>There is too much busy work. I agree that new teachers need support, but creating more work for them to do does not support, but supplants them. Personally, I felt that it was more work than benefit to me. Conferences with principals were brief, and amounted to a signature.</p> <p>It took too long. It's nothing that I will use in the future</p> <p>Time. It took a lot of time to put together the portfolio. It was a continuous process that took many, many hours to complete.</p> <p>I have a hard time putting all that work into something I'm only using once.</p> <p>It felt like I was completing tasks simply to jump through a hoop rather than to actually achieve some growth as a teacher.</p> <p>It was very time consuming and the evaluator was too particular. You are trying to survive your first years of teaching and you have to worry about how you worded a sentence in your portfolio or if you have enough artifacts to please the evaluator.</p> <p>It became just "another thing" I had to do and was not an effective use of my time.</p> <p>It is the same as the JPAS Portfolio and I felt it was a waste of my time and my principals because we already look at the JPAS folder.</p> <p>It took a lot of time that I really didn't have with writing all my lesson plans and preparing for classes. The 1st few years are the most time consuming for preparing your classes and I didn't really have time or the effort to work on the portfolio.</p> <p>It was one more thing to put on my already very full plate. It was very much a repeat of the portfolio that my district already required; it felt very redundant (although it was easier to do since I just had to pull from my district portfolio.)</p> <p>It felt like busy work and I haven't looked at it since I passed off the requirement.</p> <p>New teachers are the busiest teachers, and having to make a portfolio just added to the stress of new teachers.</p>

(table continues)

Theme	Response
	<p>As a teacher, I can spend an infinite amount of time improving myself as a teacher. There is always more I can do to do a better job. So, everything I take my time to do has to be worth the time it takes. If something takes a lot of time and does only a little to improve my teaching it is not worth it because there are other more worthwhile things to spend my time on. The portfolio was one of those things I did only for the licensing. I would have never taken the time otherwise.</p> <p>This was a time consuming project that since I handed it to my principal and we met and went over it, I have not picked it up since.</p> <p>New teachers are so bombarded with busy work that I, as a new teacher, struggled to meet all the requirements set up by the state and by the district.</p> <p>For educators with life experience or from strong programs, the portfolio is just so much make-work, another hoop to jump through.</p> <p>Time involved</p> <p>I believe the biggest disadvantage was the extra time. As a first year teacher just developing your lessons can be overwhelming. The extra time it takes to make and organize your artifacts, weekly reflections, mentoring logs and professional development items just seemed to be to overwhelming that first year.</p> <p>It seemed like busy work, collecting and arranging things when I was already so time consumed as a first year teacher. Successive years it was not as time consuming.</p> <p>More work to do when I'm already overloaded and stressed. My mentor checked it off and it hasn't been touched since. I don't think any administrator ever saw it.</p> <p>Having already completed the district JPAS evaluation, the eye portfolio seemed like it was a duplicate requirement.</p> <p>No disadvantage it just takes time to organize it.</p> <p>Time, time, time. It was a repeat of the portfolio I did in college. Neither portfolio made me a better teacher. We need more time with mentors and getting feedback from mentors and less time typing things that my administrators never see.</p> <p>Not having it looked at for three years; if the purpose is to evaluate the effectiveness of a teacher, maybe it should be a first and second year evaluation instead of waiting until the end when most of us just slapped it together to show our boss.</p>

(table continues)

Theme	Response
	<p>Hands down the biggest disadvantage was that I was already drowning as a beginning teacher and the portfolio was like one more big weight to drag me down. My stress level was already maxed, I was already working way over my contracted hours, and the portfolio was added to that! Here's the real kicker, it's the student's who suffer. Time I would have loved to have been spending on my students was instead funneled into the portfolio. When I'm stressed out, I'm not as attentive or, to be frank, near as nice of a person to the students. The sad irony of the portfolio is that it makes the new, struggling teachers do something to prove what good teachers they are while causing them to neglect their students and make them worse teachers. Looking back, I don't know how I managed to make it. I'd never want to go through those first years again and the portfolio just made it harder.</p> <p>I spent HOURS on it and it was looked at once for about ten minutes. I felt ripped off by my administrator and District office. If I felt that they valued it at all I would have felt a lot better about it. Since I have been done for three years I have helped every teacher get their portfolios together and everyone has had the same experience. I feel that the process is worthless.</p> <p>It was busy work.</p> <p>Time.</p> <p>It was a colossal time waster. So many components seemed like nothing but busy work and loophole jumping. It would have better served me to work on my lesson plans that directly related to the curriculum and not to EYE requirements. It didn't foster any interaction between myself and others.</p> <p>The time spent organizing the portfolio to the standards was a little more difficult. However I feel that portfolios are a great idea and need to be used.</p> <p>This process was another pointless jumping through hoops procedure that took up valuable time that I could be working with students and developing my lesson plans.</p> <p>A lot of unneeded stress, and a faulty lesson plan the next day</p> <p>I believe that new teachers should be focusing on the development of a year plan, curriculum, policies/procedures, and their classroom management. I feel that the portfolio is just another task to complete that takes already precious preparation time away from new teachers. I think that the focus should be more natural and concentrated on what new teachers really need - instructional planning.</p> <p>Time consuming. Took time away from teaching and planning. Added stress to an already busy job.</p> <p>Time spent on it.</p>

(table continues)

Theme	Response
Good portfolio and bad teachers/Accuracy	<p>Time - especially in the first 3 years when things are SO difficult and time consuming as it is. Validity - I do not feel it is a true reflection of anything, just another hoop to jump through, same as in college. Instruction - There is very little GOOD instruction or direction as to what to do and how to do it. Materials - It was hard to come up with the necessary items because the portfolio wanted things from all 3 years, but no one informed us of that in the first year so we knew to keep student work, notes, etc. Transferring - If you transfer from another school, district, etc. no one REALLY knows what to do or when it is due because of time in UT, districts, etc.</p>
	Time spent on it.
	<p>It was lots of documentation on my part, and it seemed like the portfolio would have been helpful if I were presenting to someone that didn't know me but my principal already knew a lot about my teaching and my classroom from observing me numerous times. The portfolio seemed like a good idea if I was searching for a job but it didn't seem very relevant to what I was doing in my classroom right now. I doubt that I would refer back to it in the future to get ideas.</p>
	It takes a long time to organize the materials.
	Taking too much time...
	I felt the portfolio was very beneficial, even though it was time consuming.
	<p>Most of it felt like busy work. I think anyone could have made up half their work just to get it completed and still not use good teacher practices.</p>
	<p>The only disadvantage would be if you procrastinated putting it together then you'd be rushing to finish.</p>
	The time it took to complete it.
	<p>I had already been teaching for 2 years, so trying to collect some things that were required were not realistic. My portfolio was thrown together and did not show much.</p>
<p>Again, it was ineffective and did nothing to show what kind of teacher I truly am.</p>	
<p>I did nothing on it for the first year, and then I just inserted a bunch of stuff gathered over that first year. I think most new teachers take a similar approach. The reflections were done quickly and rashly, and I haven't referenced it again since.</p>	
<p>I don't believe that they are the best indicator of teacher practices and that there are many better methods to achieve that.</p>	
<p>Since this portfolio – I have completed several others for various professional projects, so perhaps I am not a fair assessor. I feel the eye portfolio was not thorough or complex and actually required very little reflection.</p>	
<p>Of Course, not every improvement and new skill could be included in my portfolio. I think I've learnt more than it shows.</p>	

(table continues)

Theme	Response
	<p>I don't feel it was necessary to get a feel for the kind of teacher I am.</p> <p>most teachers I knew either did what had to be done benefiting little or tried to toot their own horn.</p> <p>Not comprehensive look. Measurement though empirical (in class observation,) it lack daily interactions.</p> <p>For certain disciplines, I feel that a portfolio does not provide and adequate opportunity to demonstrate one's work. I feel that including audio and video recordings of a teacher's work would be important, especially for music teachers. Also, my administrator (to my knowledge) never discussed my portfolio with me.</p> <p>Did not allow for demonstration of classroom teaching skills.</p> <p>Most of my "product" was not necessarily tangible and was difficult to include in a portfolio. Other than evaluating music rehearsals and including them, I didn't have a lot to go on.</p> <p>I don't feel it is the only reflection of adequate ability of someone's teaching. It is something that is a good addition to.</p> <p>A book of 'certificates' and reflections does not show what kind of a teacher you are, I teach the same lessons differently based on the students I have and having to write down my reflections wasn't a very good option for me. For someone who is not a journal writer it is very difficult to be asked to do this.</p> <p>Did not really demonstrate what I do in the classroom, and prep for how I teach.</p> <p>Doesn't reflect anything about my teaching.</p> <p>It was just a snapshot of my teaching. It including work and pictures of students, and achievements, and the things that did not work well were not included.</p> <p>How can anyone really know if I am doing okay with my teaching from pictures and papers that I wrote?</p> <p>Didn't seem to be very relevant for teaching.</p> <p>It was not a real representation of my capabilities of teaching. It showed what I might be able to do, as opposed to what I actually did.</p> <p>It is not really a great way to see what kind of teacher a person is.</p> <p>It wasn't a complete picture of my strengths.</p> <p>It is not a good measure of the teacher's ability to effectively teach.</p> <p>I do not feel the portfolio demonstrated the means of effective teaching. All it did was to show what I had taught during the year.</p> <p>Not always an accurate reflection. Jordan's J-pass procedure was more accurate.</p>

(table continues)

Theme	Response
	<p>It was just hoop jumping - I didn't learn anything from doing it nor did it enhance my teaching in any way. Anyone, even the worst of teachers, could do that portfolio and make themselves look good.</p> <p>I feel that the portfolio can easily be done to make yourself look like what is being asked without you always doing those things. I felt like I was jumping through hoops that I have been trained to jump through, but I don't necessarily always teach in those ways. Not every classroom or teacher runs by the book, sometimes you have to do what works best (which is not always what the book says to do).</p> <p>Well, just like any paper work type stuff, I guess it has the potential to be a bunch of made up crap, if the teacher is a poser.</p> <p>Anyone can pick out 10 things they do and twist them into "being a great teacher". The personal evaluations my principals gave me were 1,000x more effective and valuable. The portfolio and especially the Praxis II were a joke, and it wasn't even funny. They did not benefit me personally and they don't "prove" I'm a good teacher. They felt like circus hoops.</p> <p>Not an accurate assessment of my skills as a classroom teacher.</p> <p>When I went in for my pass off another teacher had hers on post it notes. I spent all this time creating a professional binder. I was frustrated to see others lack of effort and known I could have passed with that.</p> <p>Didn't show everything.</p> <p>You can also make a portfolio look great and be an awful teacher in the classroom.</p> <p>I didn't feel it was an accurate reflection of my abilities as a teacher; more a collection of work samples and what not.</p> <p>Not always an accurate means of a teacher's success.</p> <p>I do not think it is a true representation of what type of teacher I am.</p> <p>Pretty much any teacher can create things to fulfill the assignments; that does not mean they use them in the classroom. I felt like I was spending time creating the portfolio that I could have spent creating things I would actually use in the classroom. I feel unplanned visits by the administration would more accurately demonstrate my teaching.</p> <p>Another 'thing' to do. A well presented portfolio doesn't mean I'm a good teacher.</p> <p>Anyone can put together a nice portfolio, that doesn't mean that they're a good teacher.</p> <p>Does not show my over all ability as a teacher over time.</p> <p>It's a dog-and-pony show to make yourself look good on paper, and doesn't have much to do with the day-to-day instructional strategies or management of my classroom. Until a better way to complete and review these portfolios is implemented, they'll remain a work of fiction.</p>

(table continues)

Theme	Response
	<p>I do not feel as though it was a true reflection of my abilities as a teacher.</p> <p>Limited opportunities at times to present a clear and complete picture of best practice.</p>
	<p>In some ways, the portfolio assignments were a little manufactured and could be manipulated to oversimplify the reality.</p>
	<p>I didn't feel that the things I was asked to include gave a valid picture of my instructional abilities.</p>
	<p>Are too "event" oriented. They show snapshots, not longitudinal growth and chronic weaknesses. I'm a naturally reflective person, and my personal journal is a much better picture about my teaching (especially my first year) than any other document from that time, and I'm a self-corrector.</p>
	<p>Any teacher who is willing to jump through the hoop can BS their way through the portfolio (and come on, we have all just been in college--we are great at BS-ing by now).</p>
	<p>They turned into a lot of work and seemed to be more like a scrapbook than a evaluation tool.</p>
	<p>Good teachers are going to reflect on their teaching and make goals but, will the portfolios reflect that? Are the portfolios more busy work? Could they be simplified so that they become more of a teaching tool to gather teaching strategies, cooperative learning activities, classroom management ideas, creative teaching ideas, projects that connect students and ideas to motivate and create lessons that pull in the interests and background of students using their prior knowledge and experiences to make their learning experience more meaningful?</p>
	<p>I spent more time worrying about the portfolio that I should have used to develop lesson plans and solve classroom problems. It was just busy work that in the end did not really show my ability as a teacher as it never showed direct results. Anyone can write a lesson plan but only good teachers have the ability to teach them. Each class is different and there was never any place to show how a teacher adjusted his/her lessons to meet individual needs.</p>
	<p>While I did look at some of the artifacts, I found it to be busy work. Having a good supply of educational literature does not show that I am a good teacher- it shows that I can jump through the hoops and put stuff in a binder that meets certain criteria. I do not think that this portfolio showed my administrator anything about my teaching. That can only be interpreted through observation, statistics of success and feedback from students in the class. A good collection of papers says nothing of my abilities. Ask me to write a paper or to do a study related to professional development courses I have taken in my first three years. Don't ask me to gather documents skim them and put them in a binder. My administrator barely glanced at the book and I had put a lot of time into it. The only time it was useful was when I changed jobs and during the interview, the administrator wanted to look at it. He kept it- changed districts and I never got all of that work back. It has not made me a better teacher- experience and verbal feedback from those I work for and with have made me better.</p>

(table continues)

Theme	Response
Little or low quality evaluation by administer upon completion	They seemed very tedious, felt like I was just jumping through another hoop, and they can't showcase a teacher's true abilities.
	I didn't like that you did the same thing every quarter by filling out the reflection sheets. I didn't think it was helpful in helping me be a better teacher. There was no feedback with the principal or my mentor about my reflections.
	Felt as if I needed to "spin" entries to meet criteria.
anyone can put together a portfolio.
	I think that any principal is going to have a good enough relationship with his or her teachers to know whether or not they are using good practices without a "scrapbook" to look at once. I have had open relationships with my principals and their evaluations were linked to the standards. They knew what I was doing without the portfolio.
	not truly reflective of my teaching abilities,
	If someone were to come and watch me teach they would have far better been able to see my abilities as a teacher.
	I didn't feel it was an accurate representation of me as a teacher. It felt like more busy work.
	I don't know that the portfolio gives an accurate view of my teaching. I learned from daily practice and from peers in a NON structured environment. I thought it was cumbersome to have to fill out a form for everything I put into my portfolio.
	I think portfolios prove very little.
My biggest concern is that the few items required for a portfolio don't really reflect teaching ability. I'm not saying that I want the portfolio to be more extensive, just that it really has limited value for the amount of effort that is put into it.	
No offense, but it's all B.S. Every teacher I've ever talked to B.S.'s it so they can get their level 2. I mean, the actual portfolio is done, and usually it reflects actual lessons that were taught, but it DOESN'T reflect actual teaching that goes on from day to day.	
My principal mostly just checked to see if my portfolio was completed. I don't feel that the portfolio really helped my principal or anybody else get to know me as a teacher. I believe that JPASS (an evaluation where the principal observes the teacher) helped my principal to see what type of a teacher I am.	
My principal looked over my portfolio for 2 minutes.	

(table continues)

Theme	Response
	<p>No one ever bothered to look at it. My principal looked at it once at my final evaluation to receive my level II license, but that was the only time. If I hadn't grown a lot in the process of making it, I would have thought it was mostly a waste of time. I took it to job interviews, and no one wanted to look at it. They were more interested in hearing me say stuff out loud. They had no time to look at a portfolio.</p>
	<p>No one else really looked at it. My principal briefly thumbed through it, but it was her evaluation of me that was used to help me get a level II license.</p>
	<p>The portfolio was never used as a resource for evaluations. Taking the survey was the first time I ever knew that was one of its purposes.</p>
	<p>My administrator did not feel it was necessary and hardly looked at it. I felt that it was just one more assignment and it felt like busy work to me. I feel like the standards could simply be discussed in a meeting with an administrator. My administrator was very aware of my capabilities as a professional through multiple observations and discussions with me. I can see it being beneficial for him to ask for artifacts in an area that he sees weakness in. But creating an entire portfolio was not helpful for me or my administrator.</p>
	<p>I don't believe principals look at the portfolio. The only individuals that saw were those on the review board. No comments were given. The only feedback given was a pass or revisit.</p>
	<p>Their review of the portfolio, while adequate, was not as interested or involved as I had hoped.</p>
	<p>Seems limiting at times can be very subjective for administrators.</p>
	<p>We were not instructed on how to put it together. Didn't mean much to the Principal.</p>
	<p>My principal did not spend a lot of time looking at it..</p>
	<p>I did it the first year and my principal did not know what to expect. He hardly looked at it.</p>
	<p>I don't see that is really viewed or evaluated much.</p>
	<p>I've heard that some administrators aren't that interested in the portfolio, but are more concerned with the evaluation and observations to improve teacher performance.</p>
	<p>The principal's understanding of what it was supposed to be and use of it was different than mine. Over all I felt that I put so much more time and effort into it than the principal cared to see.</p>
	<p>When I interviews principals didn't look over it, even when offered to them. New teachers don't need one more thing to worry about.</p>
	<p>Some teachers and administrators do not use it well.</p>
	<p>My principal did not have the time to sit and discuss the components.</p>

(table continues)

Theme	Response
	I have yet to work somewhere where I have been evaluated. I would like to see the principals and superintendents regularly visit classrooms to make sure they are getting what they are paying for.
	My principal did not participate with my portfolio review. My mentor was the major participant; however, she didn't seem too interested in my work. The district representative did not give me any feedback when I submitted the portfolio either.
	Was glanced at by the principal and then disregarded. It provided nothing ongoing.
	I also had an administrator that glanced through, but didn't use the portfolio per se as an assessment tool.
	My principal didn't care and it was really just an extra task that our school does not value. There must be better ways to evaluate and increase teaching and your awareness of your own teaching and growth with out all these loops and crazy requirements.
	Unless the principal is invested I feel that the portfolio is a waste of time on the teacher's part.
	I put my portfolio together, turned it in and haven't heard a thing about it since. I turned it in my second year, and I don't know if it was even looked at.
	Also, we all wondered what we should do with them afterwards. In my experience, portfolios are rarely addressed when interviewing for a position. So several new teachers and I found ourselves wondering, "What's the point of it?"
	No one at my school cares about them. The Principal never saw or cared to see them. All I got was sympathy that I had to do it. I doubt my district has even looked at it twice.
	Scoring of portfolios is a judgment call on the part of each person doing the scoring that is not consistent across all the portfolios submitted.
	I worked very hard and put in many hours preparing this portfolio and my administrator looked at it for 5 min. and it has never been taken out of the cupboard since. There is absolutely no use for it. In addition, it wasted paper.
	The principal barely glanced at it.
	I don't think my principal really looked at it. He used the JPASS folder I had to compile for more of an evaluation tool.
	After my interview with my principal I have looked at my portfolio only once.

(table continues)

Theme	Response
	<p>It seemed more of a waste of time, because the only feedback I received was that I had passed. I didn't know about any grade- if I passed with flying colors, or barely squeaked by. That disappointed me. I wasn't sure if I was truly meeting the standards because I never heard more about it. It was just jumping through another hoop in the end, after spending a lot of time on it. Another problem was outdated equipment in my classroom that was available to me, and yet I was meant to do this amazing electronic portfolio. It got done, but after MAJOR headaches. My equipment now is great, but it wasn't at the time. I really wanted more feedback about it for all that work I did on it.</p> <p>My principal couldn't have cared less. She did not look at it or ask about it.</p> <p>I don't think anyone ever saw my portfolio and I don't feel that anyone cared about it either. No one ever spoke with me about it.</p> <p>The principal and I never discussed the portfolio. I am not even sure what happened to it. No feedback was given one way or the other. I provided my principal with the completed portfolio and that was the last it was ever mentioned.</p> <p>Nobody cared what was in it. I think there are many other things we could do other than this.</p> <p>My principal did not seem too interested.</p> <p>My administrator did not spend much time with my portfolio and I had put a lot of time into it.</p> <p>My principal didn't even look at my portfolio. He was often in my class observing and that was more valuable feedback for me than his view of my portfolio.</p> <p>They were made for principals to say "Okay you did it." Then not even care what was inside.</p> <p>My administrators were very reluctant to even take time to look at it as they were very busy and it was just one more thing on their plates.</p> <p>I do not believe anyone has even looked at it.</p> <p>Administrators paid little attention to the work put into it.</p> <p>Again, it was a waste of my time. Every administrator I came in contact with felt the same way and was not interested in the portfolio even though they knew that they were supposed to be interested in it.</p> <p>I had to figure out what was needed from a colleague, but seeing what another colleague is doing this year is totally different. I worked on it throughout the year and when I gave it to my principal, he barely looked at it.</p> <p>The principal was more concerned with the district evaluation than what I included in the portfolio. One administrator from the district looked at the portfolio carefully, but the other one didn't even look at it.</p>

(table continues)

Theme	Response
	My administrator indicated that she felt I was an adequate teacher before I completed my portfolio and, therefore I feel the portfolio was a waste of time. I would have been happy to complete it if she would have indicated that she needed more information to make the decision that I was a qualified teacher.
	NO ONE CARED. I did all this work, and NO ONE looked at it. My principal barely glanced at it and didn't seem to know what he was supposed to do with it. It just felt like a big waste of time.
	My Administrator did not look at my portfolio. He depended on my mentor to do that. It seemed that the portfolio was just for me.
	My administrators did extremely little with my portfolio. I simply updated my portfolio prepared before my student teaching, and an administrator glanced through it once.
	I don't know that my principal ever even looked at my portfolio so there was no benefit to the work on that basis. The portfolio feels like another hoop to jump through. I don't think that most teachers see the value. I don't know what suggestions I would give to improve the value, but no one will ever look at it again once it is complete.
	My administrator however barely glanced at it and put no effort into the moment as an opportunity for coaching and mentoring. My administrator knew very little, if anything, about the EYE program and acted put out that I needed a few minutes of his time for a portfolio review and signature.
	No one really looked at it other than me and the EYE coordinator
	My administrator never even looked at it. When it was all finished, I felt that no one...except for myself really cared about it too much.
	My administrator knew very little about the process, nor did she have time to work with me on it. She used her district evaluation as the most important review of my job performance.
	Stressful to prepare. Administrators don't really use them to evaluate teachers or new hires. Mine has been in my drawer since I finished it.
	Did not really help my principal in evaluating me she prefers to watch teachers teach to judge their abilities verses look at paperwork.
	My principal did not look at my portfolio at all, which was extremely disappointing...he just asked to sign the paper and didn't care about the portfolio...he thought that it was a waste of his time.
	My principal had been in to observe me several times so he didn't get to know me any better by looking at the portfolio.
	I have never had a single administrator look at it, aside from the required presentation to a district panel. It was somewhat valuable for me, but frustrating that nobody else saw it after that much work.

(table continues)

Theme	Response
	<p>When I went through the re-licensing procedure, I had a great conversation with the HR person at our district. I have heard people hate the process because whomever they discuss their portfolio with never even looks at their work.</p> <p>My administrator glanced at it, asked me how I felt about having to complete it, and signed my paper. I did not find it useful at all. There were no directions given as to what was supposed to be in the portfolio, and every one I asked, which was about 10 other people, including people at the state, my administrators, and other teacher didn't know either. I feel the portfolio was nothing but another hoop to jump through, and another thing for new teachers to be overburdened with.</p> <p>I felt that the portfolio was not an effective means to communicate between my principal and myself. I spent a great deal of time working on it and she spent about two minutes thumbing through it. We had a good communication relationship without the portfolio. The real proof of my performance is in my day to day teaching and the success of my students, not how nice my portfolio looked.</p> <p>The district just confused us and so my principal just signed me off.</p> <p>My administration didn't hardly even open my portfolio after the hours and hours of preparation. I became just another hoop to jump through to become licensed.</p> <p>From this survey I gathered that it was to increase talk with administrator. The administrator I had at the time did not use it in any way except to have me report that I had completed the goals or had not completed the goals at the end of the year.</p> <p>Nobody really looks at them very closely. They are sort of a waste of time.</p> <p>I worked really hard and neither one of the principals I've worked for have ever looked through it or used it as a resource.</p> <p>Depending on your administrator, they weren't always looked at seriously for the amount of time it takes to compile them.</p> <p>My principal briefly glanced over it (2 minutes) and the ensuing discussion was not about the portfolio at all.</p> <p>I know that it was viewed by a district level mentor, but it wasn't used in any other evaluations.</p> <p>Mostly viewed by person that passes it and that is all.</p> <p>Principal didn't see it. It wasn't used in my evaluation.</p> <p>Not many will really evaluate it.</p> <p>Once we did the portfolio that was it. We got a letter saying that it had been reviewed.</p>

(table continues)

Theme	Response
	<p>Stress. I got over it. I was disappointed to find this survey asked about the way it helped in my communication with my principal. I don't know that he even looked at it. I know he was supposed to, but I doubt he did. We never talked about it.</p> <p>There was no actual work with my principal; it was directed by the district office personnel. While a portfolio can provide an opportunity to reflect on your teaching, most teachers found that it felt more like hoops to jump through, and extra work for new teachers who already feel overwhelmed and overworked. If you want teachers to stay in the profession, it seems silly to force more work on them.</p> <p>I seriously doubt the principal ever saw it and it wasn't ever reviewed with the lady. I don't think she even knew I did a portfolio, but then she wasn't really involved with the staff. I was only at that school temporarily.</p> <p>No one ever looked at it except to pass it off. I know my administrator never saw it and it has no benefit to me now.</p> <p>A major disadvantage for me was who evaluated me administration wise. One year an assistant principal used the portfolio for negative criticism; the other two years the principal used the portfolio for instructional inspiration, professional encouragement, and character building.</p> <p>No one has ever looked at it but me.</p> <p>Very few people reviewed it, other than the district personnel that I presented it to.</p> <p>It was looked at only once by a district level committee and then set aside.</p> <p>The formal nature of the final portfolio required much time to be spent on formatting details which did little to make me a better teacher. The administrators directly responsible for me had no involvement with the process and never saw my portfolio, just the letter stating that it had been accepted.</p> <p>My portfolio was never looked at by my principal. I had just completed a portfolio as part of the requirements to attain my degree. I found it to be a lot of work and the only person that even looked at it was the mentor person at the district office.</p>

(table continues)

Theme	Response
	<p>The portfolio is not an effective instrument as it is currently being used in my district and in other districts across the state. Like many other education policies, the intent and concepts behind the portfolio are sound, but the implementation is inconsistent and suspect. In my district, no real relevance was given to the portfolio. I created it in isolation and my administrator never once saw it or asked for it. It was busy work that I completed each year and then had to show to the Human Resource Director at the end of my three years. He simply looked through the portfolio and handed it back. Once, I had a conversation with the Human Resource Director about my concerns regarding the portfolio and I was told that since the state has not provided clear guidelines and no oversight our district was going to make the process as easy as they could for teachers. She also mentioned that since so many districts were doing it differently she felt justified in making it a simple process. The biggest problem with the portfolio is there is no oversight or accountability. It is extremely problematic that 48 districts could interrupt and implement the portfolio in 48 different ways. With such inconsistency and a lack of oversight, how can the state expect portfolios to be meaningful? If the state wants this to be a useful and meaningful process then greater accountability and clearer expectations need to be provided to districts.</p> <p>The time element involved during the first three years of teaching when time is at a premium and the added pressure to complete it. I completed it as an assignment rather than something that is meaningful to me. I don't see it as a valuable measure of a teacher's ability to be successful in the classroom.</p> <p>My administrator did not look at my portfolio much.</p> <p>If moving to a new school many principals do not even take the time to look through your portfolio and see what some of your strengths and weaknesses my be. Also, my principal didn't agree with the placement of some of my content that I added.</p> <p>My principal never looked at it and it was just one more hoop to jump through.</p> <p>The school didn't look at mine at all, and the district barely perused it.</p> <p>My principal knew my strengths and weaknesses, because he was in my classroom, not because of my portfolio. He knew my style of teaching, because he was so frequently in my classroom, not by what was in my portfolio.</p> <p>Since it wasn't clearly explained, I did not do a portfolio. My principal just passed me off based on the work I had done. I totally believe in portfolios and think it could be a good thing if it is properly supported and the requirements are more specific. This is my 4th year teaching so I don't know if it has improved this last year.</p> <p>In addition, my administrator never reviewed my portfolio. It was reviewed by a district committee and approved, but I was never asked to dialogue with anyone about my portfolio.</p>

(table continues)

Theme	Response
No training/Shifting expectations	In addition, my administrator never reviewed my portfolio. It was reviewed by a district committee and approved, but I was never asked to dialogue with anyone about my portfolio.
	There was a lot of miscommunication on exactly what was expected during the year I completed mine. I had to complete ten and have to have 2-3 evidence items for each one.
	There were no guidelines to follow, and no one knew much about what should be included in the portfolio.
	The district kept changing their image of the portfolio and I had to redo everything each year. I absolutely hated the portfolio because I pretty much wrote three separate portfolios. Everything I did in my first two years was worthless.
	I felt that they didn't really take a lot of time to use it as an assessment of my teaching practices and professional standards. Also the requirements were very vague...over the three years I spent collecting data and preparing my portfolio I could never get a straight answer as to exactly what I was supposed to have in it.
	Unsure of the guidelines.
	Having to redo my original portfolio because of a law change that required my portfolio to be of the "newest" INTASC standards, and told that my previous portfolio no longer had value. Very frustrating, costly and more of my time applied to the redo. That should not have been directed just to "new" teachers graduating in education, all teachers/veterans should have had to make portfolios as well. Where are theirs? How many updates to they have to theirs and who would they have shown them to?
	Understanding what the standard was and how to show it in the portfolio.
	Having a dual certificate for elementary education and special education made my portfolio large, since I had to include artifacts for both sets of standards.
	There was a lot of content that seemed unnecessary or repetitive. Streamlining the content would be a good idea.
	I didn't have an example to look at so I didn't know what to expect. I spent hours on it, more than necessary, because I wanted to make sure it was done well but I didn't know what "well" consisted of. But I think I was in one of the early groups to complete the portfolio.
	I did not have enough guidance in what to put into the portfolio, what it was supposed to look like. I would have liked a rubrics or an example of one so that I could visualize what was wanted.
	The eye program was of hardly any assistance me because they never gave ideas or talked or discussed about anything even closely related to teaching Kindergarten.

(table continues)

Theme	Response
	<p>The assignment was confusing and seemed a bit repetitive..</p> <p>Not much guidance in the process.</p> <p>I wasn't sure what to put into the portfolio. The Eye program was vague on this.</p> <p>I did not know about it at during the first year teaching, so I had to really focus on it during my second year. More information and education would have been nice.</p> <p>I'm never quite sure what to include and not include.</p> <p>Requirements were not very clear and changed frequently.</p> <p>I didn't have examples, so I just had to invent it as I went along. Also, I have a busy principal who didn't have much time to converse about it.</p> <p>I had no real mentor to help me with the process. At my school, my team was pretty much all doing our portfolios together. It was the blind leading the blind.</p> <p>Hard to complete with physical education.</p> <p>There was a lot of confusion regarding what was expected and what to put in it. The district has an intensive rubric for provisional teachers. The portfolio included a collection of these rubrics and self reflections of practice, but those were the only items that were discussed at the school level. It was very time intensive and since I was part of the first year teachers that required a portfolio, there was many unanswered questions. It was added frustration to a new teacher. However, that can be expected with change, and I hope it is better now the state and district has more info and a few years of practice.</p> <p>I did not have any idea of what should be put into the portfolio. There was not any direction. My principal at the time did not know what went into it or what to do with it. I felt all the work that went into it was just jumping through hoops.</p> <p>Worrying about if it was done right. Not having an example to look at.</p> <p>My principal didn't give me any feedback on it. I fulfilled all the requirements and took a long time on it and another teacher in my building didn't and still was passed off.</p> <p>No real support and defining what needed to be added to the portfolio</p> <p>I was in a group where the portfolio was not really understood. My principal didn't understand what I was supposed to do, or what he was supposed to do. We were all at a loss. I was trying to get my curriculum down and I had to worry about pulling together yet another thing. It was frustrating.</p> <p>The portfolio itself.</p>

(table continues)

Theme	Response
	<p>Also, the standards we were supposed to use were changed after I had completed some of my portfolio. When I started there were 10 and then they changed to the 5. I realize that I was one of the first to complete a portfolio for EYE, and everyone was new at their job, but it would have been nice to have someone who could have helped with questions more.</p> <p>The technology of actually putting the portfolio together was the hardest part, and there was little support from the District Mentor on how to put it together.</p> <p>The lack of specific expectations of what the portfolio should contain</p> <p>I had to complete the portfolio the first year that it was required, so there wasn't any information on what was expected of me. My principal and my mentor also didn't know what I was supposed to do.</p> <p>It wasn't very clear on what the expectations were.</p> <p>Not sure sometimes what was expected in it.</p> <p>More support in the development of the portfolio.</p> <p>The lack of support from the state for new schools with limited mentors.</p> <p>I was not told of the requirements until right before it was due. Because I was a re-licensure, there was some confusion about if I even needed to do it.</p> <p>I had no guidance from anyone. The portfolio did nothing to help me become a better teacher. It basically asked me to prove what my twice yearly evaluations already proved. It was not a good use of time. My principal barely looked at it, and nobody at the district or state ever saw it.</p> <p>It wasn't always clear what was expected because it was a new program for our state.</p> <p>No one really knew what it was supposed to look like so I got very little guidance. It didn't show what I actually DO in the classroom, just what I was TAUGHT to do. All that work and it just sits on a shelf now because no one cares.</p> <p>I was unsure of what the exact requirements were, and no one including my mentor had any real information for me. I ended up using a lot of, what I considered, fluff that I thought would make a good impression. The real guts of teaching are only seen through observation. I don't feel that any administrator has the time or desire to sift through all of the paper generated to create these portfolios.</p> <p>There was absolutely no information provided for me concerning the portfolio---no guidelines, no grading rubric, no models, no expectations, no, no, and more no. I just had to "wing it."</p> <p>It is difficult to know what the expectations for the portfolio were without seeing other examples.</p> <p>It is hard for the person creating the portfolio to know if they have fulfilled all the required information in the way that the reviewer wants.</p>

(table continues)

Theme	Response
	<p>The requirements and the reasons behind it were unclear, and there was no follow-through.</p>
	<p>Not a lot of guidance of what was required.</p>
	<p>I didn't start working on it until my third year of teaching.</p>
	<p>The whole project in Granite district at the time (2004-06) was a mess. I was a returning to the field teacher (after an 18 month absence) and neither my principal or myself new what to do with it.</p>
	<p>It did take some time to put it all together. The requirements changes from when I started from when I finished. Now what is it used for?</p>
	<p>There was a lot of information that had to be included. I wish that I would have known earlier what was to be expected so that I could start saving and taking o/pictures of activities and assignments that I was involved with.</p>
	<p>The rules and requirements kept changing and no one agreed on what the portfolio was really asking for. In the end, it ended up being a situation of "this is good enough."</p>
	<p>The major disadvantage was not knowing what the district and/or principals expected from the portfolios.</p>
	<p>There was a discrepancy over which standards to use INTASC or state. I finished my portfolio in INTASC and then was told state standards were being used. After I explained the situation they let me use the INTASC standards.</p>
	<p>Examples of what one actually looked like.</p>
	<p>Instructions were not as clear to the new teachers as the district specialist assumed.</p>
	<p>Limited on what we could do.</p>
	<p>How to put my portfolio were quite unclear to me and I was uncertain what it was and how to accomplish the portfolio.</p>
	<p>It wasn't a development over the three year time period because we were told to not worry about it until our third year.</p>
	<p>Another teacher and I looked for information on the portfolio and asked around, but could not get a straight answer so we didn't do it.</p>
	<p>The requirements were confusing. It seemed like a lot of extra work. My principal didn't really know how to evaluate it.</p>
	<p>I don't know that I feel there were disadvantages, as much as I was lacking some support in creating my portfolio.</p>
The Process	Organization.
	Gathering the data.
	Bulky.
	Making the hyperlinks work!!!

VITA

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Degrees

Masters of Science Degree	Utah State University	1996	Human Environments
Bachelor of Science	Brigham Young University	1979	Home Economics Education
Associates of Science	Dixie State College	1976	General Education

Teaching & Administrative Experience

2006 – 2008	Utah State University	Graduate Teaching Assistant
	<ul style="list-style-type: none"> Family & Consumer Science Education 5630 Teachers Family & Consumer Science Education 3300 Supervision I Family & Consumer Science Education 4300 Supervision II Family & Consumer Science Education 4400 Family & Consumer Science Education 3970 Methods Family & Consumer Science Education 3060 	<ul style="list-style-type: none"> Supervising Student Clinical Teaching Clinical Teaching Teaching Methods II Interior Design Teach. Behavior Related to Dress
2004 – 2005	Southern Utah University	Clinical Instructor
	<ul style="list-style-type: none"> Education 3170, Technology in Education Education Supervisor for Student Teachers (All Secondary Content Areas) Family & Consumer Science Education 3950, FACS Vocational Education Interior Design 2950, Space Planning Interior Design 3950, Residential Studio Interior Design 4960, Design Seminar Apparel & Textile Design 1210, Apparel Selection Apparel & Textile Design 1220, Beginning Construction Apparel & Textile Design 2220, Intermediate Construction Apparel & Textile Design 4210, Flat Pattern & Adv Construction 	

- | | | |
|-------------|--|--|
| 1999 – 2002 | Brigham Young University | Instructor, (Part-Time) |
| | <ul style="list-style-type: none"> • Student Teaching Supervisor • Clothing 185R • BYU Sewing Conference Instructor | |
| 1992 – 2004 | Weber State University | Adjunct Professor |
| | <ul style="list-style-type: none"> • Interior Design Technologies 1053, Design for Living • Interior Design Technologies 1203, Presentations • Interior Design Technologies 1213, Space Planning • Interior Design Technologies 2860, Summer Internship • Supervise High School Seniors in Summer Job Placement in the housing market | |
| 1981 – 2004 | Kearns High School
Utah | Family & Consumer Kearns,
Science Teacher |
| | <ul style="list-style-type: none"> • Department Chairman (7 years) • Developed Institute of Interior Design and served as director , a cross-curricular preparatory course of study for students planning a career in Housing and Interior Design • Taught in-service courses in internet training & Family and Consumer Science friendly software workshops • Judge for Sterling Scholar competition and State FCCLA Star events • Clothing I, II, III, & IV, Designer Clothing, Fashion Design, Sportswear • Interior Design, Advanced Interior Design, Presentation Methods • Food for Fitness, Food for Life, Food Service, Food Science • Designed Vocational Home Shows for Granite School District (24 models) • Computer Awareness course & Drill Team 1982-86 • Served on the Costume, Cougar of the Month, & Area of Distinction Committees • Produced costumes for many stage & dance productions put on by students • Supervisor for FCCLA | |
| 1979 – 1981 | Hurricane High School
Hurricane, Utah | Home Economics
Teacher |
| | <ul style="list-style-type: none"> • Department Chair • Foods I, Advanced Foods • Clothing I, Clothing II • Home Living • Drill Team | |
| 1979 – 1981 | Hurricane High School
Hurricane, Utah | Home Economics
Teacher |
| | <ul style="list-style-type: none"> • 7th Grade Home Economics • 8th Grade Home Economics | |

Professional affiliations

- AAFCS, ACTE, UACTE, NATFACS, FACS, NEA, UEA

Presentations and Publications

- “Web Quests” presented at 2006 CTE Family and Consumer Sciences Summer Conference
- “A Phenomenological Study of Utah’s Early Years Enhancement (EYE) Teacher Portfolio” article submitted to *Educational Leadership*.
- Currently working on “The Student Teaching Experience: The Moir Curve in the ACTE Classroom” with Dr. Brian Warnick, Utah State University.

Professional University Assignments & Activities

- Service Learning Committee, SUU
- FACS Textbook Adoption Committee for USOE
- Co-Advisor, Sigma Delta Omicron
- AggieFACS Advisor, USU Student Service Association for FSCE
- ASTE Social Committee
- Faculty Advisor, SUU Interior Design Advisory Board