

*A Guide to the Development of
Professional Portfolios
in the Faculty of Education*

(Revised Edition)



Prepared by

Pamela J. T. Winsor, PhD.

**Field Experiences Office
Faculty of Education
University of Lethbridge
Lethbridge, Alberta**

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This Guide to the Development of Professional Portfolios has been prepared to assist student teachers, interns, teacher associates, mentor teachers, and faculty in their engagement in the processes and products of Professional Portfolios. Comments, questions, and suggestions for revision are invited from all users of this guide.

Please send your questions, suggestions, or comments to:

*Dr. Pamela J. T. Winsor
Assistant Dean Field Experiences
Faculty of Education
4401 University Dr. W.
Lethbridge, Alberta, CANADA
T1K 3M4
(403) 329-2444
(403) 329-2372 FAX
e-mail: WINSOR@ULETH.CA*

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Dear Students,

This guidebook has been written to assist you in developing your professional portfolio throughout your teacher education program at the University of Lethbridge. Portfolio assessment in the teaching profession is a relatively new practice, but one teachers find valuable and rewarding.

There are few rights and wrongs in portfolio development. This Guide outlines the usual procedures involved in their development. Much of the information presented here comes from experience within our program. Please think of this information as a guide to what is expected of student and intern teachers and not a prescription. It is important that your portfolio be a reflection of you.

Your portfolio development will be an integral part of assessment and evaluation of your growth and development as a teacher. You will develop it over time in consultation with your peers, your teacher associates, mentor teachers, and faculty consultants.

It is my hope that the habits of reflection and self-evaluation that you develop through portfolio development as students will continue throughout your teaching careers. As you begin the portfolio development process, I encourage you to think of it as an investment in one very important person--you! Enjoy the process!

Sincerely yours,

*Pamela J. T. Winsor, PhD.
Associate Professor
Faculty of Education*

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A Guide to the Development of Professional Portfolios in the Faculty of Education

What is a professional portfolio?

A professional portfolio is a record of goals, growth, achievement, and professional attributes developed over time and in collaboration with others. A portfolio illustrates goals and development over time, and not simply the highest level of achievement. For teachers, a professional portfolio is a thoughtfully organized collection of artifacts that illustrates professional status, pedagogical expertise, subject matter knowledge, knowledge of learning processes, and professional and personal attributes that contribute to teaching. The professional portfolio itself is the product of, and cannot be separated from, the reflection and assessment processes required to produce it.

Throughout this guide, the term professional portfolio is intended to connote a fusion of processes and product. Portfolio development involves the complex processes of self and collaborative evaluation. These include the somewhat cyclical processes of goal setting, reflecting upon growth, and recognizing achievement, followed by further goal setting to facilitate continued professional development. Portfolio development also requires decision-making and analysis concerning the selection and arrangement of the artifacts to be included as well as the development of presentation skills to facilitate communication concerning professional development.

What are the purposes of a professional portfolio?

The purposes of a professional portfolio are to be a

- framework for self-assessment and evaluation*
- framework for collaborative assessment and evaluation*
- record and display of professional goals, growth, and achievement*
- foundation for career-long self-directed professional development.*

More specifically, within our program, portfolios will be used initially to enhance rapport building between student and intern teachers and the school personnel and faculty members with whom they are involved. During practica, they will be an integral part of assessment and evaluation of professional performance and development. In Professional Semester III they will continue to be a framework for self-evaluation and pending circumstances, will be a part of evaluation within the school district. Upon completion of PSIII, they may be used to enhance employment opportunities. Finally, with continued effort, a portfolio begun as a student teacher can continue to help shape and monitor professional growth throughout a teaching career.

What is the value of a professional portfolio?

A professional portfolio has value as both a process of assessment and evaluation and as a product of that process. As is true of many processes, the whole is greater than the sum of its parts. That is, the meshing of self and collaborative evaluation with products that demonstrate the outcomes of those evaluations is greater than either the processes or the products alone. Momentarily, as a way of clarifying the value of portfolios, especially to those who have little or no portfolio experience, an artificial separation will be made. Consideration will be given first to the value of the process and second to the value of the product.

Process. *Developing a professional portfolio is a complex, thought-provoking process of self-*

evaluation--reflection, decision-making, and goal setting--that takes place over time and in authentic contexts. If begun as a student teacher, it has potential to be a vehicle for career-long professional development and a source of unrivalled personal satisfaction.

Responsibility for continued growth rests with individual teachers. Although others including colleagues, supervisors, and administrators may offer valuable stimulation and assistance, teachers must engage in self-assessment and evaluation if meaningful professional growth is to take place. For teachers, **self-evaluation** begins with reflection. Reflection helps teachers to learn who they are as teachers and to be aware of how they teach. Over time, reflection significantly affects and directs professional choices and directions. The portfolio process can prompt teachers to reflect on themselves and their practice on a regular and continuing basis.

Portfolios also have value as facilitators of **shared or collaborative evaluation**. Student teachers, interns, school and university personnel work together in the portfolio process. By means of their portfolios, it is possible for teachers to demonstrate the knowledge, skills, talents, and interests that contribute to their unique teaching qualifications. Conscientiously prepared portfolios that illustrate teachers' competencies enable assessment and evaluation that is fair, meaningful, and grounded in authentic teaching activity.

Portfolios also facilitate **personal and collaborative goal setting**. Goal setting is critical to effective evaluation in that it can be the primary means through which teachers shape their growth. Goals can be set individually or in consultation with others, usually those with more experience and or expertise. Through a cycle of goal setting, striving to meet those goals, recognizing achievement, and subsequently revising those goals or setting new ones, portfolio development can ultimately lead to improvement in teaching and generally advanced professional development. In addition, the combination of engagement in self-reflection and shared evaluation as facilitated by portfolios can be a cornerstone of career-long professional development.

Product. Additional value is attributed to the portfolio itself, the product. As Seldin (1991) observes, "Portfolios can give teachers a purpose and framework for preserving and sharing their work, provide occasions for mentoring and collegial interactions, and stimulate teachers to reflect on their own work and the act of teaching" (p.136). Each teacher's portfolio is a **display of individual goals, growth, and achievement**, as well as a testimony to acquired knowledge, and professional and personal attributes. In other words, it may be the most valuable three-ring binder a teacher ever possess!

Portfolios are unique and valuable **means of communication** between the teacher and others. Two of the most important times to use this means of communication are during practicum and in professional employment interviews. At these times, portfolios can stimulate thoughtful discussion about teaching, leading teachers to engage in compelling discourse regarding many aspects of their professional development. While portfolio presentation is not yet mandatory during employment interviews, portfolios are increasingly welcomed and there is reason to believe that in future they may be requested.

Finally, a portfolio has value as a **source of self-satisfaction and pride**. Like all symbols of growth and success, portfolios help stir feelings of accomplishment. Unlike awards given by others, portfolios are a celebration of both self and collaborative evaluation.

In summary, the value of professional portfolios is both actual and potential. They are credible vehicles of reflection, assessment, evaluation, and a yet under-utilized means of communication. As their development in the educational community becomes more widespread and the forms of evaluation they facilitate better understood, their value is certain to escalate. Student teachers engaging in portfolio development at this time are making a promising investment in themselves and their careers.

How does a professional portfolio work as means of evaluation?

A professional portfolio is a vehicle for both self and collaborative evaluation: It guides and records the complex processes involved in dynamic assessment of professional development. Although portfolio development is not a simple linear process, it may be helpful for beginning teachers to conceptualize the process as six steps.

The first step is self-evaluation through reflection. Through this reflection, teachers begin to determine the competencies, knowledge, talents, and attributes they have that they believe should be represented in their professional portfolios. From this self-evaluation, teachers quickly move to thinking about how they can represent those competencies and characteristics, step two.

The second step is the selection of representative artifacts, that is, the assembly of evidence of the characteristics or qualities the teacher wants to demonstrate. This selection requires careful decision-making. The selection process itself is a meaningful act of self-evaluation.

The third step is the determination of the rationale for each entry. To a large extent, the selection and rationalization is a two-way process--in some instances teachers decide upon traits they want to represent and then determine artifacts to represent them, and in other instances teachers have artifacts to be included for which they carefully compose the rationales. Whichever way, this recognition of growth and achievement naturally leads to identification of areas in need of further attention and subsequently goal setting.

The fourth step is goal setting. In this step, teachers set goals to help give direction to their continuing professional development. This step is enhanced by collaboration with others who serve as consultants and mentors to the teacher. Portfolio review conferences conducted during practica with school personnel and university faculty are opportunities for collaborative evaluation and goal setting. Goal setting therefore, is the start and finish of the evaluation cycle—goals are set, worked toward, progress toward them is reviewed, and new or revised goals are set.

The fifth step is creation of a showcase portfolio out of the working portfolio. While the basic nature of portfolio evaluation is cyclical, it is also dynamic and cumulative. Being dynamic and cumulative means that as student teachers advance through their professional semesters, they may choose to replace early entries, or may choose to show original entries in contrast to later entries to demonstrate growth, but they still show growth. When nearing completion of Professional Semester III, teachers will be expected to streamline their portfolios to create showcase portfolios in which they display their highest professional achievements, their advanced understandings about teaching and learning, and their career goals. It is these portfolios that might be presented during employment interviews.

Finally, the sixth step is continued portfolio development throughout teachers' careers. Portfolios are flexible frameworks that can guide reflection and goal setting over extended time and a showcase of professional development that can be used to communicate growth, achievement, and goals to others.

How do portfolios develop within the Faculty of Education?

In the Faculty of Education, emphasis is upon the process, particularly self-evaluation and reflection as keys to career-long professional growth. Portfolio development is expected of all students and is integral to assessment and evaluation in each professional semester. The portfolios themselves (products) are not graded per se. Rather, their development (process and product) is included in the pass/fail grading of each semester. Portfolio development by semester is summarized below and outlined in Figure 1.

Education 2500

In Education 2500 students are introduced to the concept of portfolio development and the ensuing demands and practices of self and collaborative assessment and evaluation. They are encouraged to begin artifact collection.

Professional Semester I

Portfolio development formally begins in Professional Semester I. In Professional Semesters I (and II) portfolios will be used as a means of:

- *facilitating rapport-building between student teachers and their teacher associates and faculty supervisors*
- *stimulating self-assessment, evaluation, and goal-setting concerning professional growth*
- *facilitating and organizing collaborative assessment and evaluation among students, faculty, and teacher associates*

Portfolio Conferences. *Ideally, students will be involved in three conferences in each professional semester. The first conference will be an informal meeting of students, teacher associates, and sometimes supervising faculty members, during which the students will present the personal and professional attributes section of their portfolios and will share and/or refine their goals for the semester. The primary purpose of this initial conference is to provide opportunity for students and teacher associates to become acquainted and to begin to work together toward common goals for the students' professional development. This conference may take place on orientation day or when the practicum begins.*

The second conference will occur at mid-point in the practicum, usually with students, teacher associates, and university supervisors present. The purpose of this conference is to review progress made toward the goals set at the outset of practicum and to revise or add to those goals according to the students' growth and the demands of the situation. Growth, accomplishments, or difficulties in any aspect of the teachers' development and performance should be discussed, and reflected in the revised goals. The Field Experiences checklist may be used for reference when goal setting. The teachers' portfolios should demonstrate the progress toward the goals as well as reflection upon the teachers' professional development.

The third conference will be held near the end of the professional semester with students, teacher associates, and university supervisors in attendance. The purpose of this conference is to celebrate the students' professional growth and achievements and to set goals for further growth, particularly during the following professional semester. Portfolios should demonstrate continued growth, progress toward and achievement of goals, and reflection upon professional development. The Field Experiences Report Form should be reviewed during this conference and should reflect the growth represented in the portfolio.

Student teachers are asked to take a leadership role in conducting their portfolio conferences. Conferences should begin with a focused presentation of goals and evidence of growth and gradually evolve into an open discussion of the students' development, including areas of need, and conclude with the collaborative setting of goals for further development. Portfolio conference discussion is expected to be respectful of student teachers' self-evaluation and at the same time provide them with fair and honest critique of their teaching progress and performance. See Appendix E for further guidelines regarding preparing for, conducting, and recording conferences.

Professional Semester II

Portfolio development in Professional Semester II is similar to Professional Semester I. One point

of note is that because this semester focuses on teaching in the student teachers' major area(s) of study, the portfolio should include representation of knowledge and expertise in that area.

Professional Semester III

During Professional Semester III, intern teachers are expected to continue to engage in self-evaluation and to share their assessment and evaluation with their mentors. It is expected that there will be collegial input from school and university mentors to help interns recognize their achievements and to continue to set goals that foster professional growth. Conferences with mentors in Professional Semester III are of an informal nature and are intended to be of a collaborative, non-evaluative nature. Intern teachers should follow the guidelines contained in Appendix I concerning presentation when presenting to principals at the end of PSIII.

When nearing completion of PSIII, intern teachers are expected to revise their portfolios to create showcase portfolios, showing highest level of achievement and well-developed attributes, suitable for presentation at the time of seeking employment. See Appendices H and I for further information regarding showcase portfolios and using portfolios to enhance employment seeking.

Formal evaluation is the responsibility of the school principal or other appointed school personnel in PSIII, therefore intern teachers can expect significant variation regarding the inclusion of portfolios in that evaluation. Intern teachers are asked to present their portfolio to those responsible for evaluation of their performance and to seek response to their presentation.

Figure 1. Professional Portfolio Development by Semester

<u>Semester</u>	<u>Artifacts to be Included</u>	<u>Action to be Taken</u>
I. Pre-Practicum	<ul style="list-style-type: none"> •(Draft) Statement of Teaching Beliefs •Evidence of Personal and Professional Attributes •(Draft) Goals for Practicum 	<ul style="list-style-type: none"> •Prepare basic portfolio—identification information, sections, etc. •Include attributes evidence and rationales •Present to teacher associate during orientation •Draft goals for practicum
During Practicum	<ul style="list-style-type: none"> •Evidence of: <ul style="list-style-type: none"> - Professional Goals and Attainments - Teaching Competencies - Knowledge of Child Development and Learning processes •Goals for PS II •Records of Conferences •Practicum Reports** 	<ul style="list-style-type: none"> •Revise and extend goals •Self-evaluation: Select artifacts and develop rationale •Collaborative evaluation: Present during mid- and end-of-practicum conferences •Record conferences
II. Pre-Practicum	<ul style="list-style-type: none"> •Revised Statement of Teaching Beliefs •Goals for Practicum 	<ul style="list-style-type: none"> •Present to teacher associate during orientation •Revise goals if necessary
During Practicum	<ul style="list-style-type: none"> •Evidence of: <ul style="list-style-type: none"> - Content Knowledge - Additional Evidence to Any/All Domains •Goals for PS III •Records of Conferences •Practicum Reports** 	<ul style="list-style-type: none"> •Add/delete artifacts and accompanying rationale (self-evaluation) •Present during mid- and end-of-practicum conferences (collaborative evaluation) •Revise and extend goals
III. Pre-Internship	<ul style="list-style-type: none"> •Draft Resume 	<ul style="list-style-type: none"> •Present to mentor teacher •Present to university consultant
During Internship	<ul style="list-style-type: none"> •Draft Career Goals •Additions/Deletions to All Domains 	<ul style="list-style-type: none"> •Self-evaluation: Add artifacts and rationales to all domains •Review with peers, mentor and university consultant
Nearing Completion of Internship	<ul style="list-style-type: none"> •Resume •Career Goals •Statement of Teaching Beliefs •Record of Reviews including goals •Summary of PS III Professional Development Project (if applicable) •Selected evidence of: <ul style="list-style-type: none"> - Teaching Competencies (including classroom management) - Personal and Professional Attributes 	<ul style="list-style-type: none"> •Revise to create showcase portfolio for job-seeking •Present showcase portfolio to principal/supervisor

* These are suggested artifacts and actions. Actual portfolio development will proceed individually.

** Practicum reports **may** be included at the discretion of student and with permission of originator of reports.

What is the role of Teacher Associates in Professional Portfolios?

The role of teacher associate is one of collaborative evaluator and model of professional development. That is, they will acknowledge the students self-evaluation and offer further assessment to guide students' professional development. They are in position to provide affirmation of the student teachers' progress, to give fair and honest critique of performance, and to collaborate with the students in setting and revising goals.

More specifically, teacher associates have responsibility to

- review portfolios and to enter into discussion that will affirm students' professional growth and achievements*
- assist student teachers to recognize strengths and identify weaknesses their portfolios may not show at any given time*
- assist student teachers to set goals for continued progress*
- ensure that portfolio conferences are accurately recorded*
- to model continuous professional development--to portray a positive attitude toward and provide encouragement for career-long learning*

Portfolio Conferences

Conference schedules. *Many of the teacher associate responsibilities will be focused around portfolio review conferences. Although conferences may take many shapes and occur on various schedules, it is recommended that teacher associates and student teachers engage in an initial conference as part of practicum orientation. This will provide opportunity for teacher associates to become familiar with student development up to the point of beginning the practicum as well as an opportunity for mutual review of goals set for the practicum. Additional conferences should be held near the mid-point and end of each practicum . The mid-round conference should be formative in nature and should focus on assessment, acknowledgment of growth, recognition of areas of need, and goal setting for continued development. Final conferences in each practicum should be more summative in nature and should again focus on recognizing growth and development and goal setting.*

Conference Procedures. *Student teachers are expected to lead portfolio conferences, helping to shift responsibility for evaluation of their professional development from an authoritative model to one in which they take an active role. During conferences, teacher associates are expected to listen carefully as the students' self-evaluation is presented using the portfolios as a guide. After hearing the student teachers' self-evaluation, teacher associates should (a) ask for clarification of any unclear points, (b) offer praise in respect to specific aspects of growth and achievement, and (c) progressively lead student teachers to set attainable goals for continued growth. In recognizing achievement and setting goals, it is important not to lose sight of the fact that at the heart of all portfolio reviews, is the individual professional development of each student teacher and much variation can be expected.*

Conference Records. *It is also the responsibility of teacher associates to assist student teachers in recording portfolio review conferences. The intention of conference records is to provide evidence of professional growth and to accurately record goals and plans for further development. See Appendix E for guidelines and samples of student teacher records and a suggested form for teacher associate feedback.*

Student teachers and teacher associates are encouraged to include responses to the formative checklists provided by Field Experience Office in their conferences, especially at mid-point in practicum. Checklists may provide guidance for goal setting. It is anticipated that there will be strong correlation between the content of portfolio-based evaluation and Field Experience Reports (final practicum reports). That is, feedback to student teachers during portfolio-based evaluation conferences will be similar to that recorded on final practicum reports. Field Experience Reports, however, remain the prerogative of teacher associates and university consultants in PS I and II.

What is the role of Mentor Teachers in Professional Portfolios?

The role of mentor teachers is that of peer collaborators in discussions about professional development, evaluation, and goal setting. Because mentor teachers are not responsible for supervision and evaluation of intern teachers, the focus of the role of mentor teachers is being experienced, knowledgeable peers who are willing to engage in discourse regarding many aspects of professional development. It is however, the intern teachers' responsibility to invite, direct, and record portfolio reviews in regard to their professional growth. It can be expected that intern teachers will seek counsel while preparing their showcase portfolios. Mentor teachers should become familiar with this guide, especially Appendices H and I.

What is the role of University Consultants and Faculty Mentors in Professional Portfolios?

The role of university consultants is similar to that of teacher associates and mentor teachers respectively in Professional Semester I, II, and III. That is, collaborative evaluators in PSI and II and supportive mentors who are willing to engage in discussion of intern teachers' development and professional goal setting in PSIII.

The university consultants' general roles and responsibilities can be summarized as

- *collaborative evaluator*
- *instructor and informational resource regarding portfolio development (processes and products)*
- *supportive monitor of professional growth, extending students' self-evaluation*
- *model of career-long learning*

In addition, however, university consultants are responsible for initiating and supporting portfolio development in each semester as follows.

Education 2500

Instructors of each section are responsible for providing students with an overview of professional portfolio development and alerting them to the need to begin to collect artifacts.

Professional Semester I

Teaching Seminar instructors are responsible for introducing student teachers to the concepts and practices of professional portfolio development and for initiating portfolio contents such as statements of beliefs about teaching.

- *Practicum supervisors, some of whom are also Teaching Seminar instructors, share responsibility to familiarize teacher associates with portfolio development*
- *make portfolio development an integral part of assessment and evaluation through active consultation to students and participation in portfolio conferences*
- *ensure that students appropriately record their portfolio conferences.*

Making portfolio development an integral part of assessment and evaluation can pose challenges. The resources included in the bibliography contain helpful suggestions. For example, in providing feedback, it is recommended that university consultants begin with a statement of general impression. For example, "Your portfolio gives the impression of a well-organized and risk-taking teacher and clearly shows that you have been working toward your goal of using cooperative learning strategies." Subsequently, feedback might include comments regarding choice of entries and their rationale, what's missing, what's impressive, and any questions or concerns regarding performance or knowledge the portfolio raises. Every effort should be made to begin and end

conferences with positive feedback. Also, conferences should end with clear goals and an action plan for continued development.

Although portfolio conference records are primarily the students' responsibility, university consultants should assist in the process of recording when students are unfamiliar with what is expected. See Appendix E-3.

Competency checklists provided by Field Experiences Office can be used as a guide for goal setting during PS I and II. Although it is anticipated that final Field Experience Reports will reflect portfolio-based conversations, Field Experience Reports remain the prerogative of teacher associates and university consultants in PS I and II.

Professional Semester II

Methods instructors and practicum supervisors are responsible for continuation of portfolio development, including active participation in portfolio conferences. See the above recommendations for PSI. Key aspects of development in PSII are preparation of goals before practicum begins (may involve refinement of those set at end of PSI) and setting of goals for PSIII upon completion of PSII. In addition, portfolio development in PSII should include demonstration of expertise in student teachers' major area(s).

Professional Semester III

In PSIII, faculty mentors have much the same role as mentor teachers. They are in position to support intern teachers in their continuing self-evaluation and to facilitate collegial guiding of professional development. They may encourage portfolio sharing among intern teachers (and mentor teachers) during seminars to provide opportunities for discussion of professional development issues.

Faculty mentors also share in the intern teachers' responsibility to create a showcase portfolio suitable for employment purposes upon completion of PSIII. Pending circumstances, including geographical proximity, faculty mentors might facilitate portfolio presentations at the end of internship to serve more or less as rehearsals for employment interviews. See Appendices H and I for further guidelines.

Faculty mentors share the intern teachers' responsibility to communicate with the designated supervisors concerning the role of portfolio development within our program and to encourage inclusion and recognition of portfolios in the evaluation of intern teachers.

How will Professional Portfolios be linked to university courses and practicum grades?

Portfolios are not assigned specific grade values and therefore are not graded independently of the total pass/fail grade of each practicum. It is expected that portfolio development and review will contribute significantly to summative appraisals. Portfolios do not replace the Field Experience Report completed by teacher associates and university consultants upon completion of Professional Semesters I and II, nor do they replace reports by university or school personnel in respect to PS III. Student teachers may be provided copies of final reports (with permission of originator and marked COPY) to be included in their portfolios. Portfolios enhance assessment, they do not take the place of summative evaluation.

What is to be included in a Professional Portfolio?

The only simple answer to the question, "What should I include?" is, "it depends". It depends upon the teacher, the purpose, and the audience. There are however, some observations from experience both within our program and beyond that may serve as guidelines for choosing portfolio entries. Also, see appendices B, F, and G for guidelines.

First, concerning choice and quantity, remember “portfolios are representative not comprehensive”. That is, each artifact chosen for inclusion should represent at least one significant aspect of you and/or your teaching. At the same time, bear in mind that teaching is so complex, it is not possible to represent all aspects. In general, the first focus should be on representing goals and growth toward those goals and later, achievements.

Second, remember the purpose of the portfolio is self and collaborative assessment and evaluation. This implies a rather limited audience, at least during the initial stages of development. Artifacts chosen for inclusion should be meaningful first of all to the teacher, the primary audience, and second, to others who are involved.

The final point to keep in mind is that portfolios are a form of dynamic assessment. In other words, what is put in at any given time may be added to or deleted as is fitting to the teachers’ professional development. It has been generally observed that portfolios become increasingly unique as student teachers’ progress through their teacher education program. Not only do they differ increasingly from each other, but by PSIII some students’ portfolios bear only vague resemblance to their beginnings in PSI.

While there are no fixed rules regarding the nature of artifacts to be included, when choosing it is well to consider the four classes of evidence Collins (1991) found in his study of high school teachers’ portfolios: artifacts, reproductions, attestations, and productions.

- Artifacts are documents produced during the normal course work of a program. For example, a paper written concerning child development, lesson plans, or reflective journal entries not written especially for your portfolio.
- Reproductions are documents about typical events in the work of the person developing the portfolio, but include events which usually are not captured. For example, a videotape of you teaching a lesson or planning with a colleague.
- Attestations are documents about your work prepared by someone else. For example, teacher associate or university consultant observations or letters from parents or students.
- Productions are documents prepared especially for your portfolio. For example, goal statements, statements of beliefs about teaching, rationales, and captions.

Rather than a list of specific items to be included, an outline of five domains of teacher development to be represented in portfolios is provided. They are the domains around which evaluation in our program is currently focused. How they are conceptualized and how they are organized is the teacher’s choice. Three possible ways of organizing and example artifacts are explained in the next section.

The five domains are:

Professional Goals and Attainments

Teaching competencies

Knowledge of child development and learning processes

Content knowledge of one or more subject areas

Personal and Professional attributes and experiences that contribute to teaching

How is a Professional Portfolio organized?

The information here (and guidelines in the appendices) has been developed from experience and feedback from students, teacher associates, mentor teachers, and faculty to assist in organizing professional portfolios. Student and intern teachers should not however, feel bound by the suggestions. The specific organizational pattern used is not as important as the need for it to clearly structured and to contain informative

rationales for each artifact. It is the rationales that make the difference between a portfolio and a collection. Portfolios are, in many respects, as individual as the teachers who develop them.

*Three ways of organizing are presented here. The first is the **Traditional U of L way** used over the past five years in the Faculty, the second is an **Alternative Domain-Based** way suggested by research, and the third is the **KSA's for Interim Certification** scheme based upon the recently issued expectations of Alberta Education. No way is better than another and all three overlap to include similar topics. When choosing how to organize, remember that the organizational scheme should demonstrate conscientious self-evaluation and at the same time, facilitate accurate evaluation by others to ensure that reviewers perceive valid impressions. In the past, some students have found that they began with the traditional five categories in PSI and over time, developed a more personalized way of organizing their portfolio. Appendices A, B, and C offer guidelines regarding specific portfolio development processes.*

Traditional U of L Organization

1. Professional Goals and Attainments

- 1.1 *statement of beliefs about teaching*
- 1.2 *statement of professional goals*
- 1.3 *portfolio conference records*
- 1.4 *final practicum reports*

Evidence of:

- ability to self evaluate and reflect*
- ability to collaborate with other teachers*
- ability to set and achieve goals*

Example artifacts: Selected log entries, portfolio review records including goal statements, notes or letters from others

2. Teaching competencies

- 2.1 *ability to communicate*
- 2.2 *knowledge of instructional strategies*
- 2.3 *knowledge of assessment and evaluation strategies*
- 2.4 *classroom management abilities*
- 2.5 *organizational and planning skills*
- 2.6 *knowledge of prescribed curriculum*

Example artifacts: Lesson plans for a variety of types of lessons, overview of unit plans, evaluation plans, teacher associate/mentor/faculty comments, peer observations of teaching*, video of teaching, written report to parents, notes to or from students*

3. Knowledge of child development and learning processes

Example artifacts: Summaries of case studies, observations of students, log entries, lesson plans that employ specific learning processes, individualized learning plans

4. Content knowledge of one or more subject areas

- 4.1 *content knowledge of degree major*
- 4.2 *content knowledge of areas other than major*

Example artifacts: Essay, lab report, teaching materials developed that reflect content

5. Personal and Professional attributes and experiences that contribute to teaching

- 5.1 *leadership skills*
- 5.2 *organizational skills*
- 5.3 *fine arts performance*
- 5.4 *co-curricular participation*
- 5.5 *related work experience*
- 5.6 *community involvement*
- 5.7 *hobbies or sport participation*

Example artifacts: Certificates of achievement, letters from previous employers, membership in organizations or teams, concert program with name as performer, picture as team coach, letter acknowledging executive position in professional association, photograph(s) of art showing.

Please Note

*** It is the responsibility of the student teacher/intern to attain permission for inclusion of any items generated by other persons, including students.**

In this organizational scheme the order of entries would be as follows.

1. *Identification Page (include name, address, telephone number)*
2. *General Table of Contents (list the five sections and indicate a means of locating those sections either by page number or colour)*
3. *Cover page/section divider for first domain*
4. *Table of Contents for first domain (lists dates of entries, entries, and rationales) See Appendix C for example.*
5. *Artifacts pertaining to first domain.*
6. *Repeat 3-5 for each domain.*

Please note that some items in this section may not require a rationale. For example, a statement of beliefs about teaching requires no written rationale.

Alternative Domain-Based Organization

An alternative way of perceiving the relevant domains of teaching is as they are suggested by Bird (1990) and Collins (1991) These sources list the domains as follows.

- *Instruction*
- *Planning and Preparation*
- *Student and Program Evaluation*
- *Interaction with colleagues*
- *Interaction with parents and colleagues*

If using this organizational scheme, students should follow the examples and order suggested for the traditional U of L scheme is as far it applies. Also, if using this scheme, students should also include the identification information and documents suggested for the Professional Goals and Attainments section above.

Knowledge, Skills, and Attributes for Interim Certification Organization

The Minister of Education specifies the knowledge, skills, and attributes teachers who hold interim certification are expected to have. In order to achieve permanent certification, teachers must hone and enhance these KSA's to achieve the Quality Teaching Standard. The KSA's are presented in the policy position paper, An Integrated Framework to Enhance the Quality of Teaching in Alberta.

1. Teacher as dynamic professional

Evidence that the teacher

- *holds a personal vision of teaching and learning*
- *brings past learning, talents, and skills to teaching*
- *engages in self-evaluation and acts to improve teaching*
- *demonstrates understanding of teaching as career-long learning*
- *knows the structure of the Alberta Education system*
- *acknowledges the governance of teaching*

Example artifacts: career goals, statement of beliefs about teaching, reflective journal entries, supervisor comments, certificates, pictures

2. Teacher as knowledgeable Instructor

Evidence that the teacher

- *understands human development and values students' human dignity*
- *has working knowledge of Guides to Education and Programs of Study*
- *has in-depth knowledge of the concept and assumptions of subjects taught*

Example artifacts: reflective log entries, supervisor's comments, unit outline of specific curriculum area, content materials prepared in specific subject, lecture notes for particular topic

3. Teacher as Skilled Instructor

Evidence that the teacher

- *makes sound decisions concerning teaching and student learning*
- *establishes comfortable, safe, and respectful environment for learning*
- *establishes effective routines and applies a variety of management strategies*
- *formulates effective short, medium, and long range plans*
- *knows and uses a broad range of instructional strategies*
- *selects and develops a variety of assessment strategies and instruments, interprets and uses results to benefit student learning*
- *acknowledges and accommodates student differences*
- *knows how and directs students to use traditional and electronic technologies to facilitate learning and record keeping*

Example artifacts: lesson plans, unit overviews, records of student evaluation, supervisors' comments, copies of classroom rules, plans indicating individual programming

4. Teacher as Partner and Collaborator

Evidence that the teacher

- *communicates positively with home and engages in shared learning opportunities for students*
- *works cooperatively within schools to enhance school quality and for benefit of all*
- *identifies and makes use of home and community resources relevant to teaching and learning objectives*

Example artifacts: copies of home newsletters, pictures of participation in co-curricular activities, records of school committee work, records of events involving community resource persons

APPENDIX A

General Guidelines for Organizing Professional Portfolios

The following guidelines are intended as tips for ease of assembly and effective organization. Most will apply to whatever general pattern of organization is followed.

1. *Use a good quality three-ring binders. Choose a colour that does not soil easily.*
2. *Begin with an identification page that includes name, address, and telephone number. Pictures are optional.*
3. *Place multiple-page or otherwise irregularly shaped entries in plastic sleeves or pockets. Do not damage any artifact in order to include it. For example, do not hole-punch a certificate, rather, put it in a plastic sleeve.*
4. *Remember that portfolios are representative, not comprehensive. For example, choose one or two representative notes from students: do not include all thirty cards received the day you left practicum! Make sure all entries are securely attached within the portfolio. Bulky artifacts should not be included. A picture may be substituted for real items.*
5. *Include a Table of Contents that identifies the overall organization of the portfolio. Indicate and label the sections clearly. Colour-coding and/or oversize dividers may be helpful.*
6. *Within each section, include a Table of Contents and for each entry, include a Statement of Rationale. See Appendix C for further suggestions and an example.*
7. *If using journal entries, supervisors' observations, or other written documents as evidence, highlight the sentence or two on the page that directly applies to the point made in your accompanying rationale or reflection.*
8. *If using academic papers as evidence of subject area knowledge, add a brief abstract of the paper to the cover page and insert the whole paper in a plastic sleeve.*
9. *Many teachers who engage in portfolio development include a video tape of teaching episodes recorded over time. The inclusion of such a video tape is optional. See Appendix F for video guidelines.*
10. *In general, arrange your portfolio in a way that makes it easy for you and reviewers to identify the goals you set and your subsequent progress or achievement.*
11. *Remember that portfolios are dynamic. To facilitate easy changes, set-up word-processing files for your statements of rationale, reflections, and tables of contents etc.*
12. *If questions or difficulties arise, ask faculty and colleagues for assistance. Similarly, if you have suggestions please share your ideas.*
13. *See Appendices H and I for further guidelines concerning showcase portfolios.*

APPENDIX B

Guidelines for Selecting Entries

When selecting entries teachers should bear in mind that each piece is part of a much larger whole and that together, the artifacts and rationale make a powerful statement about individual professional development. Asking the following questions may help with decision-making.

1. *What do I want my portfolio to show about me as a teacher? What are my attributes as a teacher?*
2. *What do I want my portfolio to demonstrate about me as a learner? How and what have I learned?*
3. *What directions for my future growth and development does my self-evaluation suggest? How can I show them in my portfolio?*
4. *What points have been made by others about me as a teacher and learner? How can I show them in my portfolio?*
5. *What effect does my teaching have upon my students? How can I show this in my portfolio?*
6. *What overall impression do I want my portfolio to give a reviewer about me as a learner and as a teacher?*

When decision-making about what to include becomes a challenge, it may be helpful to look at each artifact and ask yourself, "What would including this item add that has not already been said or shown?" Remember, portfolios create representative records of your professional development, they are not intended to be comprehensive.

APPENDIX C

Guidelines for Preparing Table of Contents and Statement of Rationale

The explicit purpose of the Table of Contents and Statements of Rationale is to lead a reviewer to make a valid interpretation of the evidence of teaching and learning. As such, organization is important. Rationales must contain necessary, but not extraneous information.

It is up to you to choose to how to show your list of contents and rationales. One way is in a table format as shown below. Another is to place the rationale alongside each entry. That is, on facing pages with the rationale/reflection appearing on the left hand page and the artifact on the right hand page. If choosing the later, it is recommended that rationales appear on coloured pages (the same colour throughout the portfolio) to distinguish them from the artifacts.

- 1. Include the date the artifact was generated and/or the date it was included in the portfolio. The date need not be specific, but should indicate general time such as "First week of PSI".*
- 2. Name the artifact and include a brief description or other significant information including the context of the entry. The context might include such information as grade level, persons involved, purpose, and/or particular circumstances.*
- 3. Explain the reason for inclusion (rationale), that is, why the artifact is there and what it represents. Be specific in reference to the concept/skill represented. For example, "represents my organizational abilities" is too vague. Better to say, "represents my ability to organize junior high students for efficient problem-solving and cooperative report writing". As appropriate, explain the link between the artifact and your stated goals. For example, "shows progress toward my goal of using cooperative learning strategies in social studies."*
- 4. If showing contents and rationale in table format, avoid long narrow columns that become tedious to read. Use double facing pages if necessary.*

<i>TABLE OF CONTENTS</i>		
<i>Teaching Competencies</i>		
<i>Date</i>	<i>Name and Context</i>	<i>Rationale</i>
<i>PS I December 94</i>	<i>Science Lesson Plan (Grade 8) final lesson of unit on gravity</i>	<i>Represents ability to organize cooperative experimental problem-solving. Shows progress toward goal of giving responsibility to students. Shows knowledge of grade 8 science curriculum.</i>
<i>PS II March 95</i>	<i>Journal entry</i>	<i>Demonstrates effective conflict resolution and class management. Show progress toward more time-on-task and less time spent disciplining.</i>

APPENDIX D

Sample Goals and Reflection Upon Meeting Them

1. To try to expand my lesson planning to include a variety of levels.

This was hard to do in the high school setting that I was in. Classes had already been streamed and the curriculum for the Science 10 class was very content based—it did not leave much room for work or study in class by either very bright or students who were having difficulty. They needed to do the same work so they were prepared for the exams. As I will be going to an elementary setting, I will continue to work on this aspect.

2. To increase my time management skills in lesson planning and execution.

In PS I it was hard to have extra time; the content of the lessons was covered, but that is about it. I would like to try to judge my time in planning and executing the lesson so as to have enough time left over for review or extra help.

3. To increase the variety of teaching techniques I use.

In PS I I was able to try a variety of different strategies which widened my perception of what worked and what didn't. I would like to expand this further, particularly in the technological aspects. Use of computer software and the Internet will advance my knowledge in this area.

4. To continue to improve upon my management and disciplinary techniques.

Again, I think I saw myself improving in this area in PS I. What I've really learned is that it comes down to flexibility—what works one day may not work the other. If I have an array of techniques, I think knowing when to use them will gradually become second nature.

APPENDIX E

Guidelines for Portfolio Conferences

- E-1 Student and Intern Teachers' Responsibilities for Portfolio Conferences**
- E-2 Sample Conference Preparation Form (Working Document)**
- E-3 Sample Portfolio Conference Record to Appear in Student's Portfolio**
- E-4 Sample Form for Conference Feedback from Faculty and/or Teacher Associate**

APPENDIX E-1

Guidelines for Portfolio Conferences

Portfolio review conferences are opportunities for student teachers to share their reflections upon their professional development. The purpose of the conferences is to extend the student teachers' self-evaluation into collaborative evaluation. Conferences should be a time when growth and achievements are acknowledged and goals are set for continued development.

Student Teachers' Responsibilities for Portfolio Conferences in PSI and PSII

Preparing for the Conference

- *Prepare for the conference by completing the Conference Preparation Form . This form is for your use to help you organize what you want to present and to take notes during the conference. This form requires that you reflect upon your teaching practice and your professional development. See Appendix E-2.*
- *Think about the progress made toward achieving the goals set previously*
- *Formulate tentative goals for your continued development--both the immediate future and long term. These goals will be revised during the conference*
- *Select artifacts that represent observations made and conclusions drawn from self-evaluation. Assemble these as portfolio entries*

Conducting the Conference

- *Begin the conference by explaining the goals you had set and proceed to explain your progress toward each goal and to show your evidence of your progress.*
- *Engage all participants in reflective discussion. During the discussion try to synthesize observations of others and ask for clarification and direction if you are unclear about what is said.*
- *Engage in goal setting by presenting your tentative goals for consideration and modification. Collaboratively set goals that shape the direction and actions of continued professional development.*

Recording the Conference

- *Write a record of the conference, including date, names of persons who attended, purpose, insights gained into your professional growth, annotation of progress toward previously identified goals, a delineation of the goals set for future development, and your reflection upon your growth. See Appendix E-3.*
- *After the conference, share the written conference report with at least one other person who attended the conference and include the report in your portfolio.*

Intern Teachers' Responsibilities for Portfolio Conferences in PSIII

- *Follow above guidelines as applicable*
- *Prepare to present your showcase portfolio to your principal or supervisor as if presenting during a job-interview. Be ready to highlight your strengths and interests and to show related evidence. Practice doing this in ten minutes or less.*
- *Ask your supervisor for feedback on your presentation. What might you do differently another time?*

APPENDIX E-2
Sample Conference Preparation Form (Working Document)

Goal(s) Set in Previous Conference

Evidence of Action(s) Taken and Progress Made

To improve literature discussions by using questions of at least two levels and using connectors to have students speak to each other and not always to me.

Lesson Plan from Oct.23 that shows the prepared sample questions (in first section) and TA's observation notes that note asking John to comment on what Mary said (in second section). Relevant lines are highlighted.

Revised or New Goal(s) and Action Plan (written during conference)

To move away from teacher led discussions to using student-led small group discussions.

Start with grade 9 novel study--do mini-lesson on discussion responsibilities. Read journal articles re Readers' Workshop for junior high.

**Comments on Goal(s)
Student**

Questioning this way is beginning to feel natural so I feel I have met this goal.

Teacher Associate (written during or after conference)

Noticed that I used connecting in social studies discussion--thinks I have achieved goal

Faculty Consultant (written during or after conference)

Agrees that goal is met and encouraged making connections to reader response journals. Suggested I read Linda Reif's book on student led discussions to increase my understanding.

APPENDIX E-3
Sample Portfolio Conference Record to Appear in Student's Portfolio

Date: *February 20, 1996*

Persons Present and Position:

Jane Bright - Student Teacher

Susan Keen - TA

John Learner - UC

Purpose of Conference: *To evaluate unit planning and to set goals for remainder of practicum.*

Topics discussed:

- *goals I had set prior to PS II--variety of activities and higher level questions. The three of us agreed that I had successfully accomplished these goals and now it would be a matter of fine tuning these skills and goals. I showed evidence--example lesson plans and comment sheets.*
- *goals I had set for the second round of PS II--multiple choice tests and using Power Point for short lectures.*
- *we talked about how the unit was coming along, everyone agrees there is good progress*
- *some suggestions for fine tuning--clear statement of expectations when I begin class and more obvious enthusiasm for the topics*

Insights gained: (What I Learned)

- *important to continually monitor student progress, but not always formally, such as a grade. A continual log of check marks or an anecdotal record of student work and accomplishments helps monitor progress.*
- *important to be organized but not prepared too far into the future with lesson plans as lessons may have to be retaught or reviewed (not "glued" to my plans).*
- *Time-- now I can see how difficult it is to keep on schedule with students working at very different levels. I musty keep students busy if they finish early but not give too many activities or assignments because they won't get finished. It is very important to keep students caught up.*

Growth and Achievement noted: (what others said about me)

- *Both Susan and John noted that I have solid "control" within the classroom.*
- *I have been making good use of a variety of resources, especially in science.*
- *John said he felt my performance is what is expected in mid PSII.*

Goals Set for Further Development: (what I need to work on now)

1. *To use more evaluation techniques:*
 - *peer evaluation with guidelines from teacher*
 - *checklist for writing*
 - *multiple choice test for magnetism*
2. *To incorporate cooperative learning activities, especially in math problem-solving*
3. *To more clearly focus on one objective at a time to ensure learning and mastery as appropriate*
4. *To continue to employ higher level thinking activities:*
 - *questioning leading to critical thinking*
 - *science through experimentation*
 - *math problem solving*
5. *To develop enrichment activities—include in my planning and have available, especially in language arts--to meet the needs of all learners, especially able learners.*

APPENDIX E-4

Sample form for Conference Feedback from Faculty and/or Teacher Associate

Date _____

Student Teacher _____

TA/Faculty _____

Your portfolio gives the impression of a teacher who _____

I was impressed by _____

The area(s) of development needing your attention is/are

One question your portfolio raises is _____

APPENDIX F

Guidelines for Including Audio and Videotapes in Professional Portfolios

Inclusion of videotapes in professional portfolios is optional. Fine arts students are especially encouraged to include a tape demonstrating their growth and achievement in such areas as conducting music. If a video is included, it should be accompanied by a written description and analysis that points out the context and intentions of the teaching and the teacher's reflection upon the teaching. It is the responsibility of teachers to consult school administrators regarding school policy governing video making and distribution. If a tape is included, it should be securely attached in a pocket and clearly labelled with name and telephone number.

Benefits of Audio and Videotapes

- *allow teachers and portfolio reviewers to see teaching in context*
- *allow reviewers to hear/see strength of performance/skill in modeling*
- *allow reviewers to see changes in teaching in response to environment and student needs*
- *reveal information regarding student participation, responses, and interactions*
- *reveal information regarding teacher rapport with students*
- *show styles of classroom management*
- *allow comparison of an actual teaching episode with the plans and the teacher's reflections*
- *can constitute a record of teaching over time and in a variety of contexts*

Disadvantages of Videotapes

- *production can be intrusive to classroom functioning*
- *view of classroom portrayed may distort actual interaction*
- *equipment required may not be readily available*
- *evaluation can be time-consuming*
- *can be bulky*
- *some cost may be incurred in production of tape*

Videotape Viewers' Guide

A viewer's guide must accompany videotapes and should include the following:

- *a description of the context(s) of the teaching and/or modeling episodes. This should include the dates, venue, grades, and subject area and other pertinent information such as directly related previous lessons.*
- *a brief statement of the intent(s) of the instruction.*
- *a summary of the teacher's reflections on the teaching episode that includes evaluation of the instructional strategies used and the learning that took place.*
- *a statement of how this teaching episode fits into the larger picture of the teacher's development.*
- *If more than one teaching episode is included on a videotape, the guide should include the above information for each episode.*

APPENDIX G

Guidelines for Including Marked Music Score and Similar Documents

Expertise in planning and teaching within certain subject areas may best be exemplified through inclusion of unique artifacts. For example, a carefully marked music score can be an appropriate entry. With items such as a marked score, a viewer's guide should be developed and included. Some important details to include within a marked score and guide are:

- *all markings should be systemized and neatly executed, avoiding complexity.*
- *the key to the score markings should be included in the guide*
- *a brief description of ensemble, grade level, purposes of inclusion etc. should be stated in the guide*

APPENDIX H

Guidelines for Preparation of Showcase Professional Portfolios

Professional Semester III intern teachers are required to prepare and present a professional showcase portfolio. Preparing a showcase portfolio will take some time because it will involve making some tough decisions about what aspects of your professional development you wish to represent and it will involve preparing some entries specifically for your portfolio. The following suggestions are made on the basis of experience and research.

1. *Be brief. Select carefully. Choose a few points and characteristics of you as teacher that you wish to highlight.*
2. *Make the organizational scheme immediately obvious.*
3. *Create an attractive, but not elaborate document. Substance counts more than outward appearance.*
4. *Whenever possible, summarize contents. For example, include only a brief or diagrammatic overview of a unit plan.*
5. *Summarize your practicum reports by preparing a statement of the highlights of your evaluation. This can be done by using "bulleted" quotations from the reports. Slip the summary in the plastic sleeve on top of your reports.*
6. *Be prepared to tailor your showcase portfolio for a specific audience. Although your portfolio should emphasize your best professional qualities, there may be circumstances when it will be appropriate to add or delete specific information.*
7. *Figure 2 suggests contents for a showcase portfolio organized as a modified form of the traditional UofL five domains. This is only one possibility. Given the status of the Quality Teaching Document and accompanying KSA's (in Alberta) it would be equally appropriate to organize around the KSA'S.*
8. *Remember, showcase portfolios are intended to be unique. They should show "you" from the perspective of what you can offer students, schools and the profession.*

Figure 2. Suggested Showcase Portfolio Contents

<p><i>Professional Goals and Attainments</i></p>	<p><i>Statement of Beliefs About Teaching</i> <i>Statement of Career Goals</i> <i>Résumé</i> <i>Final practicum reports (PS I, II)*</i> <i>Assessment report (PS III)*</i> <i>Summary of practicum reports</i> <i>Summary of goals/growth/ achievements</i> <i>Portfolio Conference reports</i> <i>Report of Professional Development Project (if appropriate)</i></p>
<p><i>Teaching Competencies</i></p>	<p><i>Two exemplary lesson plans</i> <i>Evidence of longterm planning such as unit overview/year plans</i> <i>Evidence of student evaluation</i> <i>Evidence of classroom management</i> <i>Video and analysis (if applicable)</i></p>
<p><i>Personal and Professional Attributes</i></p>	<p><i>Selected entries to illustrate attributes significant to experience and position sought.</i></p>

**Please note that intern teachers must obtain permission from originators to include any practicum or internship reports.*

APPENDIX I

Guidelines for Using Portfolios for Employment-Seeking

The development of professional portfolios as described in this Guide, is becoming increasingly more popular. Teachers seeking employment are advised to maximize the value of their portfolios as vehicles of communication.

- *First, prepare your portfolio as a showcase of your best work--your highest achievements. This will involve selecting from artifacts in your portfolio and adding new ones. See Appendix H.*
- *Second, do not send your portfolio when you apply to a school district. Rather, include in your cover letter a statement concerning your portfolio. For example: "Throughout my teacher education program at the University of Lethbridge I developed a professional portfolio that clearly and concisely exhibits my attributes as a teacher. I would be pleased to share this portfolio with you during an interview."*
- *Third, if granted an interview, take your portfolio with you. Be prepared to present the highlights: Practice presenting it effectively. In some instances, you might be asked to present it at the beginning of the interview and in other instances you might use it as a source of evidence or enhancement of a point you make in the interview. Interviewing practices vary widely from district to district: Portfolios are most likely to be reviewed in situations where principals are involved in selection of staff for their schools.*
- *Fourth, if the interviewer(s) is particularly interested and would like to examine your portfolio more closely (and perhaps view your video), offer to leave it if at all possible. You should make explicit arrangements for collecting it, and of course, follow through as planned. It could be that your portfolio will create the impression that tips the scales in your favour.*
- *Fifth, remember it is likely that some people in position to hire are not familiar with professional portfolios as you know them. Take time to concisely explain that developing your portfolio has been a process of reflection and evaluation that has helped you to know yourself as a teacher and establish a foundation for career-long professional development. To some extent, presenting your portfolio will inform the interviewer about both you and the portfolio concept and process.*
- *Finally, keep your portfolio up to date. As you continue to gain teaching experience and to grow professionally, alter it to reflect your development. Remember, it is not only your first job application that may be enhanced by a well prepared and presented portfolio. Current requirements in Alberta include making annual individual plans for professional development. Developing your portfolio is an excellent foundation for meeting this expectation.*

APPENDIX J

Knowledge Skills and Attributes for Interim Certification

Holders of interim certification understand:

1. *contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;*
2. *the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation and their school boards' teacher evaluation policies;*
3. *the purposes of the Guides to Education and Programs of Study germane to their areas of specialization. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;*
4. *the subject discipline they teach. They have completed a structured program of studies through which they acquired an in-depth understanding of content knowledge in one or more areas of specialization or subject disciplines taught in schools;*
5. *all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;*
6. *the purposes of short-, medium- and long-range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful, and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individual and groups of students;*
7. *students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning.*
8. *the importance of respecting students' human dignity. They know how to establish, with different students, positive professional relationships that are characterized by mutual respect, trust and harmony;*
9. *there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their areas of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;*
10. *the functions of traditional and electronic teaching/learning technologies. They know how to use, and how to engage students in using these technologies to present and deliver content, communicate*

effectively with others, find and secure information, research, word process, manage information, and keep records;

- 11. the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large-scale assessment techniques and instruments. They know how to analyze the results of classroom and large-scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;*
- 12. the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teacher, parents and students;*
- 13. student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;*
- 14. the importance of contributing, independently and collegially, to the quality of their school. They know strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;*
- 15. the importance of career-long learning. They know how to evaluate their own teaching, and how to work with others responsible for evaluating teachers. They know how to use the findings of evaluations to select and develop their own professional development activities;*
- 16. the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understandings and experiences; and*
- 17. They are expected to achieve the Quality Teaching Standard, i.e. Providing students the best possible opportunity to learn.*

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