

**A GUIDE
to the DEVELOPMENT of
PROFESSIONAL PORTFOLIOS**

University of
Lethbridge



**FACULTY OF EDUCATION
Field Experiences Office
Lethbridge, Alberta**

Revised September 2019

The original *Guide to the Development of Professional Portfolios* (1998) was written by Dr. Pamela J. T. Winsor to assist Student Teachers, Student Interns, Teacher Associates, Teacher Mentors, and University Consultants in their engagement in the processes and products of Professional Portfolios at the time professional portfolios were introduced within the Faculty of Education.

The *Guide* has been revised on a number of occasions. This copy has been revised by Pamela to further support portfolio developers and users. Comments, questions, and suggestions for further revision are invited from all users of this guide.

Please send your questions, suggestions, or comments to:

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: edu.fieldexp@uleth.ca

Table of Contents

What is a Professional Portfolio?.....	1
What are the purposes of a Professional Portfolio?	1
What is the value of a Professional Portfolio?	2
Portfolio Development Process	2
Portfolio Development Products	3
How does a Professional Portfolio work as a means of evaluation?.....	4
How do Professional Portfolios develop within the Faculty of Education?	5
Education 2500.....	5
Professional Semester I	5
Professional Semester II	5
Professional Semester III	5
Portfolio Conferences Across Practica.....	6
What is the role of Teacher Associates in Professional Portfolios?	7
What is the role of Teacher Mentors in Professional Portfolios?.....	8
What is the role of University Consultants in Professional Portfolios?.....	8
How will Professional Portfolios be linked to university courses and practicum grades?	9
What is to be included in a Professional Portfolio?	9
How is a Professional Portfolio organized?	11
Alberta Education Teaching Quality Standard.....	13

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, growth and development over time, not simply the highest level of achievement. The professional portfolio itself is the product of, and cannot be separated from, the reflection and assessment processes required to produce it. For teachers, a professional portfolio is a thoughtfully organized collection of artifacts, together with rationales, that illustrates professional status, pedagogical expertise, subject matter knowledge, knowledge of learning processes, and professional and personal attributes that contribute to teaching. Importantly, for Student and Intern Teachers in Alberta, portfolios are documentation of achievement of the competencies of the Teaching Quality Standard (TQS) required by the province for interim certification.

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 setting goals, 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. In addition, it requires the development of presentation skills to facilitate communication concerning professional growth and achievement. Portfolio construction and presentation can be digital or hard-copy and are often accompanied by explanatory conversation. Presentation options are presented later in this Guide.

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, competencies, growth and achievement; and
- foundation for career-long self-directed professional development.

Within our program, portfolios are 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, portfolios are an integral part of assessment and evaluation of professional performance and development. In Professional Semester (PS) III they continue to be a framework for self-evaluation and a part of Intern Teacher evaluation. Upon completion of PS III, 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. As a way of clarifying the value of portfolios, an artificial separation will be made here. Consideration is given first to the value of the process and second to the value of the product.

Portfolio Development Process

Developing a professional portfolio is a complex, thought-provoking process of reflection--self-evaluation, goal setting, and decision-making that takes place over time and in authentic contexts. The cyclical process of professional portfolio development is shown in Figure 1. Repeatedly, the process has been shown to have value as a means of evaluation, both self and collaborative. More specifically, the process of developing ePortfolios has been shown to have a positive impact on Student Teachers' self-perceptions of their competencies (Zach & Slepcevic-Stock, 2018). Although particular practices may vary, the process itself holds value for portfolio developers.

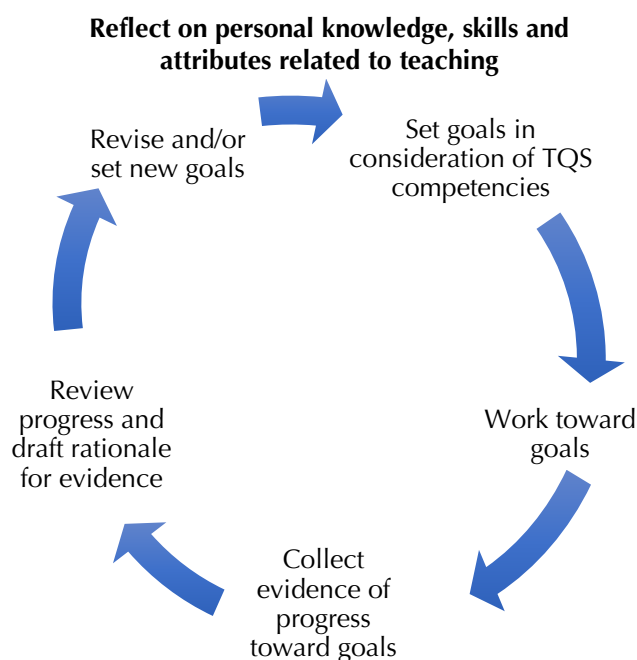


Figure 1. The portfolio development process is a means of self and collaborative evaluation.

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 improved teaching and generally advance professional development. 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. When begun as Student Teachers, professional portfolio development has potential to be a cornerstone of career-long professional development and a source of unrivalled personal satisfaction.

Portfolio Development Products

Additional value is attributed to the portfolio itself, the product. As Seldin (1991) observed, "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, skills, and professional and personal attributes. In times past, a portfolio may have been the most valuable three-ring binder a teacher ever possessed! Increasingly, ePortfolios, being adopted widely, have at least as much value as their predecessors. They "can function as digital CVs and facilitate the seeding of personal learning networks that will support lifelong learning after graduation" (Oakley, Pegrum, & Johnston, 2014, p.36).

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 consistently required during employment interviews, portfolios are frequently welcomed, and there is reason to believe that they enhance teachers' presentation. They are one tangible means of showing achievement of the TQS competencies required for certification and hence, employment.

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 monitoring and evaluation of professional growth.

In summary, the value of professional portfolios is both actual and potential. They are credible vehicles of reflection, assessment, and evaluation, as well as an exemplary means of communication. In particular, as the forms of evaluation ePortfolios facilitate are better understood, their value is certain to escalate. Student Teachers engaging in professional portfolio development are making a promising investment in themselves and their careers.

How does a Professional Portfolio work as a 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 those new to the process to conceptualize it as having six steps.



Figure 2. Six step process of portfolios as a means of evaluation.

How do Professional 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. Although emphasis is placed upon self-evaluation and reflection, the general portfolio evaluation process described in Figure 2 underlies portfolio development throughout our program. 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 described below and summarized in Table 1.

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 PS I. In PS I (and II) portfolios will be used as a means of: facilitating rapport-building between Student Teachers and their Teacher Associates and University Consultants; stimulating self-assessment, evaluation, and goal-setting concerning professional growth; and facilitating and organizing collaborative assessment and evaluation among students, University Consultants, and Teacher Associates.

Professional Semester II

Portfolio development in PS II is similar to PS 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 content knowledge, expertise, and subject-related pedagogy.

Professional Semester III

Portfolio development continues throughout PS III with at least three significant actions. First, Intern Teachers use their portfolios to introduce themselves to their teacher mentors and to share the attributes and experiences they bring to their internship teaching. Second, 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 Intern Teachers recognize their achievements and continue to set goals that foster professional growth. Conferences with mentors in PS III are of an informal nature and are intended to be of a collaborative, non-evaluative nature. Intern Teachers and mentors should be ever vigilant in directing professional growth toward achievement of the competencies expected of those seeking interim teaching certification.

Third, when nearing completion of PS III, 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. At this point, it is expected that students will have selected evidence that clearly demonstrates the six competencies of the TQS along with any other relevant personal attributes.

Formal evaluation is the responsibility of the school principal or other appointed school personnel in PS III, 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.

Table 1. Portfolio development across professional semesters within the Faculty of Education.

Ed 2500	PS I	PS II	PS III
<ul style="list-style-type: none"> • Introduction to portfolio as form of assessment—focus on reflection • Encouraged to collect artifacts 	<ul style="list-style-type: none"> • Self and collaborative assessment begins • ePortfolio digital tools introduced • Goals set and monitored • Artifacts displayed with rationales • Portfolio conferences held in practica 	<ul style="list-style-type: none"> • Self and collaborative assessment continued • Goals revised, new goals set and monitored • Artifacts displayed with rationales • Portfolio conferences held in practica 	<ul style="list-style-type: none"> • Self and collaborative assessment continued • Showcase portfolio prepared to show TQS competencies • Collegial conferences with mentor(s) and peers • Portfolios presented as part of evaluation conference with school administrator(s)

Portfolio Conferences Across Practica

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 University Consultants, during which the students will present their personal and professional attributes from 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 Consultants 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 Formative Evaluation form 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 Consultants 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 Summative Report Form should be reviewed during this conference and should reflect the growth represented in the portfolio. It is anticipated that feedback to Student Teachers during portfolio 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.

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 fair and honest critique of the students' teaching performance and professional development.

It is recommended that Student Teachers make notes during portfolio conferences, especially in regard to information that will assist in the setting goals for future growth. The intention of such notes, sometimes referred to as conference records, is to provide evidence of professional growth that is acknowledged by participants and to accurately record others' suggestions for further development.

What is the role of Teacher Associates in Professional Portfolios?

The role of Teacher Associates (PS I and II) is one of collaborative evaluators and models 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 and extend 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;
- assist Student Teachers in making significant artifact choices and presenting clear, informative rationales;
- ensure that portfolio conferences are accurately recorded and reflected in portfolio revisions; and
- model continuous professional development--to portray a positive attitude toward and provide encouragement for career-long learning.

Although Student Teachers are expected to lead portfolio conferences, helping them actively take responsibility for their professional development, the Teacher Associates' role is significant. During portfolio conferences, Teacher Associates listen carefully as the students' offer their self-evaluation, then they take the opportunity to reassure the students, direct or redirect attention as appropriate to guide the students toward forming attainable goals that will, over time, lead to achievement of the competencies required for attaining interim certification. In recognizing achievement and helping to set goals, it is important that Teacher Associates not 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.

What is the role of Teacher Mentors in Professional Portfolios?

The role of Teacher Mentors (PS III) is that of peer collaborators in discussions about professional development, evaluation, and goal setting. Because Teacher Mentors are not responsible for supervision and evaluation of Intern Teachers, the focus of the role of Teacher Mentors 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.

What is the role of University Consultants in Professional Portfolios?

The role of University Consultants is similar to that of Teacher Associates and Teacher Mentors respectively in PS I, II, and III. That is, collaborative evaluators in PS I and II and supportive mentors who are willing to engage in discussion of Intern Teachers' development and professional goal setting in PS III.

The University Consultants' general roles and responsibilities can be summarized as:

- collaborative evaluator;
- knowledgeable instructor and informational resource regarding portfolio development (processes and products);
- supportive monitor of professional growth, extending students' self-evaluation;
- active participant in portfolio conferences; and
- model of career-long learning.

University Consultants, many of whom are also course instructors and seminar leaders in one or more professional semesters, carry additional responsibilities for initiating and supporting portfolio development within the program. Pending the course or professional semester (2500, I, II, or III), additional roles involve:

- providing students with an overview of Professional Portfolio development alerting them to the need to begin to collect artifacts;
- providing students with in-class opportunity to begin to develop ePortfolios;
- familiarizing Teacher Associates with portfolio development;

- communicating with the designated school administrators concerning the role of portfolio development and encouraging inclusion and recognition of portfolios in the evaluation of Intern Teachers;
- sharing in Intern Teachers' responsibility to create a showcase portfolio suitable for employment purposes;
- facilitating portfolio presentations at the end of internship to serve as rehearsals for employment interviews; and
- encouraging portfolio sharing among Intern Teachers (and Teacher Mentors) during seminars to provide opportunities for discussion of professional development issues.

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 PS I and II, nor do they replace reports by university or school personnel in respect to PS III. 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 serve as guidelines for choosing portfolio entries. Further, from time to time, particular entries may be required by instructors or supervisors.

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 the teacher or 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** 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 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 many showcase portfolios at the end of PS III bear only vague resemblance to their beginnings in PS I.

While there are no fixed rules regarding the 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, certificates, 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, and may include events which usually are not captured. For example, a videotape of the teacher teaching a lesson or planning with a colleague. Digital technologies and the creation of ePortfolios makes this type of artifact feasible to include.
- **Attestations** are documents about the teacher's 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 the portfolio. For example, goal statements, statements of beliefs about teaching, rationales, and captions.

Please Note: It is the responsibility of the Student/Intern Teachers to attain permission for inclusion of any items generated by other persons, including students in schools. Moreover, it is expected that Student/Intern Teachers follow the *Freedom of Information and Protection of Privacy Regulation* (FOIP) when including any digital or print materials.

When selecting entries remember each piece is part of a much larger whole and the artifacts and rationales work together to make a powerful statement about individual professional growth and development. The guiding questions shown in ***Guidelines for Selecting Portfolio Artifacts*** are offered to help students conceptualize their overall portfolios and begin to make wise choices concerning artifacts for inclusion. When decision-making about what to include becomes a challenge, it may be helpful to look at each artifact and ask, "What would including this add that has not already been said or shown?"

Guidelines for Selecting Portfolio Artifacts

Asking the following questions may help with decision-making:

- (1) What **general** attributes and achievements do I want my portfolio to show about me?
- (2) What **specific** attributes, competencies, and achievements does my self-evaluation indicate about me as a teachers and how can I show them?
- (3) What directions for my future growth and development does my self-evaluation suggest and how can I show them?
- (4) What points about me as a teacher have been made by others and how can I show them?
- (5) What effect does my teaching have upon my students and how can I show this?
- (6) Does my portfolio provide evidence of each of the six competencies required for interim certification? If not, what could be added?
- (7) What overall impression of me as a beginning professional educator do I want my portfolio to give a reviewer?

How is a Professional Portfolio organized?

The specific organizational pattern used is not as important as the need for it to be clearly structured and to contain informative rationales for each artifact. It is the rationales that make the difference between a portfolio and simply a collection. Portfolios are, in many respects, as individual as the teachers who develop them.

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.

When developing ePortfolios, organization, capacity, and appearance will be influenced by the choice of digital tool. No one tool is sponsored by the Faculty of Education. Students are encouraged to explore and choose what fits their individual needs.

Before making a decision, students should consult the review of possible tools available at <https://www.uleth.ca/education/resources/eportfolios/tools-resources>.

Regardless what specific choices they make regarding portfolio organization, teachers should keep four factors in mind. The selected pattern of organization should:

- be apparent to a reviewer
- clearly indicate a cycle of growth from goal-setting to achievement
- clearly show the linkages between artifacts and rationales
- highlight evidence relevant to demonstration of TQS competencies

While there are few, if any, absolute rights and wrongs about portfolio organization beyond clarity and accessibility, experience offers some suggestions and guidelines concerning such aspects as creating a table of contents (index) and writing rationales.

Tips for Developing Praiseworthy Portfolios are offered on the next page.

Examples created by former students can be viewed at <https://www.uleth.ca/education/resources/eportfolios/sample-portfolios>.

Tips for Developing Praiseworthy Portfolios

Create a clear table of contents or index that gives the reviewer an overview of the total document and its organizational structure. Pending digital tool used, this may appear under one tab.

Prepare a statement of rationale for each artifact or cluster of related artifacts. Reading through the rationales should lead a reviewer to make a valid interpretation of the evidence presented concerning teaching and learning.

Follow a pattern in writing the rationales. Be explicit. Rationales must contain necessary, but not extraneous information.

- 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 PS I".
- **Name** the artifact and include a brief description including the context of the entry such as, "Pretest designed and administered to determine student instructional needs prior to beginning unit of study".
- Explain the **reason** for inclusion (rationale) -- 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 collaborative report writing".
- Explain the **link** between the artifact and stated goals and/or TQS competencies. For example, "Shows progress toward my goal of using cooperative learning strategies in social studies and extending my repertoire of effective instructional practices (TQS 3)".

One way to show dates, contents, and rationale is in a table format as shown below. If showing contents and rationale in table format, avoid long narrow columns that become tedious to read.

Date	Artifact and Context	Rationale
PS I December 2020	Journal entry	Demonstrates caring for students and effective conflict resolution. Shows progress toward goal of giving responsibility to students and creating inclusive environment (TQS 1 and 4).

In ePortfolios, another way to display dates, contents, and rationale is by tabs that identify a specific competency. In doing this, teachers must make allowance for multiple entries related to the same competency.

Alberta Education Teaching Quality Standard

Competencies for Interim Certification

The Minister of Education specifies the competencies teachers who hold interim certification are expected to have. In this context, competency means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning. To achieve permanent certification, teachers must hone and enhance these competencies. The six competencies are summarized below. The complete TQS document with competencies and indicators is available at <https://education.alberta.ca/media/3739620/standardsdoc-tqs-fa-web-2018-01-17.pdf>

(1) **Fostering Effective Relationships**

A teacher builds positive and productive relationships with students, parents/guardians, peers, and others in the school and local community to support student learning.

(2) **Engaging in Career-Long Learning**

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

(3) **Demonstrating a Professional Body of Knowledge**

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

(4) **Establishing Inclusive Learning Environments**

A teacher establishes, promotes, and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected, and safe.

(5) **Applying Foundational Knowledge about First Nations, Métis and Inuit**

A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.

(6) **Adhering to Legal Frameworks and Policies**

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

References

- Collins, A. (1991). Portfolios for biology teacher assessment. *Journal of Personnel Evaluation in Education, 5*, 147-167.
- Oakley, G., Pegrum, M., & Johnston, S. (2014). Introducing e-portfolios to pre-service teachers as tools for reflection and growth: Lessons learnt. *Asia-Pacific Journal of Teacher Education, 41*(1), 36-50.
- Pelliccone, L., & Raison, G. (2009). Promoting the scholarship of teaching through reflective e-portfolios in teacher education. *Journal of Education for Teaching, International Research and Pedagogy, 35*(3), 271-281.
- Seldin, P. (1991). *The teaching portfolio: A practical guide to improved performance and promotion/tenure decisions*. Bolton, MA: Anker.
- Slepcevic-Zach, P., & Stock, M. (2018). E-Portfolio as a tool for reflection and self-reflection. *Reflective Practice: International and Multidisciplinary Perspectives, 19*(3), 291-307.

Published Works Concerning Professional Portfolios in the Faculty of Education

- Winsor, P. J. (1994). Learning about portfolio assessment: Student teachers as language learners, users, and teachers. *Journal of Reading Education, 19*(3), 12-18.
- Winsor, P. J., & Ellefson, B. A. (1995). Professional Portfolios: Monitoring and documenting professional development of student teachers. *Alberta English, 33*(1), 5-12.
- Winsor, P. J., & Ellefson, B. A. (1995). Professional portfolios in teacher education: An exploration of their value and potential. *The Teacher Educator, 31*, 68-81.
- Winsor, P. J., Butt, R., & Reeves, H. (1999). Portraying professional development in pre-service teacher education. Can portfolios do the job? *Teachers and Teaching Theory and Practice, 5*(1), 9-31.
- Winsor, P. J., & Ellefson, B. (2000). *Professional portfolios: An interview strategy*. WestCAST Conference Proceedings, 187-191. University of Regina, SK.
- Winsor, P. J., Fowke, J., Duckett, S. (2004). Valuing reflection through portfolios. *Alberta Voices, 3*(1), 11-16.

Additional Portfolio Resources and Recommended Readings

Creating a Professional Portfolio: A brief article reaffirming the value of portfolios and offering suggestions for what to include.

<https://www.scholastic.com/teachers/articles/teaching-content/creating-professional-portfolio/>

Professionally Speaking: A brief article from a professor at Queen's University citing portfolio use in Ontario. Includes a poignant commentary concerning portfolio development as a way of thinking.

https://professionallyspeaking.oct.ca/march_2002/portfolio.asp

Developing an Effective Teaching Portfolio (Wolf, K. *Educational Leadership, 53*(6), 34-37):

A brief summary of portfolio value and development written by one of the early and outstanding researchers concerning portfolios and assessment of teachers' professional growth.

<http://www.ascd.org/publications/educational-leadership/mar96/vol53/num06/Developing-an-Effective-Teaching-Portfolio.aspx>