



MATL Professional Portfolio Guidelines

In addition to sources referenced in the information below, this guide to the professional portfolios has been informed by the following documents:

- 1) *The probationary period for teachers in preschool, elementary and secondary education: The Provisions of the Regulation respecting teaching licenses and the evaluation of professional competencies expected of teachers*: Gouvernement du Québec Ministère de l'Éducation, du Loisir et du Sport, 2006.
- 2) 2001, *Teacher Training: Orientations, Professional Competencies*: Québec: Gouvernement du Québec, Ministère de l'Éducation.

Included in this document you will find:

- I. Rationale
- II. Format
- III. Structure
- IV. Activation and construction of the Working and Showcase Professional Portfolios
- V. Required content and timeline
- VI. Suggested documents from the Working Professional Portfolio for inclusion in the Showcase Professional Portfolio as indicators of mastery of Professional Competencies
- VII. Self-assessment criteria for Showcase Professional Portfolio

I. RATIONALE

A *working professional portfolio* is created for the purpose of personal and professional development. It is a tool for gathering and documenting information about the development and mastery of the 12 Professional Competencies throughout the program of study.

- The value of the working professional portfolio:
 - Reflection about links between course work (program) and the field (Internships);
 - Evidence across multiple courses of professional growth and achievement;
 - Gradual understanding, developing and articulating of a professional identity as teacher;
 - Capturing and recording events of professional significance;
 - Thoughtful analysis of professional competency development as this relates to teacher's obligations;
 - Potential to serve as a tool to teach reflection as a skill, a disposition, a life-long habit and a skill we want teachers to use with their future students;
 - Modeling of authentic self-assessment/self-observation practices.

As process, the working professional portfolio provides opportunities for reflection, self-evaluation and inquiry, in which the portfolio documents, as well as deepens, a learning process (Lyons, 1998).

A *showcase professional portfolio* is created for the purpose of demonstrating evidence of mastery across the 12 professional competencies as part of the process of securing a teaching position.

- The value of the working/showcase professional portfolio:
 - Selection, analysis and synthesis of what constitutes and best reflects a teacher candidate;
 - Long-term potential for a teacher to use as data towards a self-study project;
 - Long-term potential for a teacher-education program to use as data towards a self-study and program evaluation (Strong-Wilson & Cole, A., 2009);
 - Schools (future employers) are increasingly adopting portfolios as tools of evidence-based professional development in the field.

As product, the showcase portfolio supplies “best” or “showcase” evidence of achievement of professional competencies as set by: a ministry of education, bodies entrusted with teacher certification, or the university itself (Delandshere & Arens, 2003).

Specific pieces of the working professional portfolio will be developed, revised and assessed in certain courses, and further shaped and informed in the field. The responsibility for the overall coordination, content and presentation of the showcase professional portfolio ultimately resides with the student. There is no mark attached to the final Showcase Professional Portfolio.

II. FORMAT

The format for the portfolio can be a hard copy in a binder or portfolio holder, a DVD, or web-based.

III. STRUCTURE

Two types of content are to be included in the portfolio (working and showcase): required and optional. It is an organized file of written work, achievements and reflections that illustrate the student teacher’s progress. The contents, arranged in chronological order and according to different contexts, document aspects related to the teaching profession and to the expected professional competencies. The portfolio (working and showcase) illustrates the student teacher’s progress (strengths, weaknesses and achievements).

IV. Activation and Construction of the Working and Showcase Portfolios

Students are introduced to the professional portfolio in the first summer of the MATL program in the Introductory Professional Seminar (EDPS 600).

The initial stage in producing a professional portfolio is to construct a *working professional portfolio*. The student gathers documents, for example, written work, reflections and annotated readings, on a regular basis. Arranged according to different professional contexts, these documents are selected for their ability to provide evidence of the development of the 12 professional competencies. It is essential to justify the inclusion of each document with respect to the related professional competencies being developed. Internships are important opportunities to compile useful items for inclusion as evidence of teaching effectiveness. As materials for the working professional portfolio are gathered during the internships, portfolios may be shared and discussed in professional conversations with the McGill supervisor. McGill supervisors possess a wealth of expertise and insight to bring to the process of portfolio development (working and

showcase), including having sat on school board hiring committees during which the showcase portfolio figures prominently.

The second and final stage of the portfolio process is to prepare the *showcase professional portfolio* that is to be completed toward the end of the program. The showcase professional portfolio is an outcome of the working professional portfolio and organized according to the 12 professional competencies. Students thoughtfully select documents from the working professional portfolio that best demonstrate development and progress in each of the 12 professional competencies. These documents should be varied and relate to different professional contexts. The showcase professional portfolio should be practical, succinct and well organized. It is also important to note that a single document is not sufficient to demonstrate the development of a competency. Several documents should be provided as evidence of professional development in each professional competency – however you may choose to emphasize certain professional competencies over others.

Although the portfolio (working and showcase) will be informed and developed in **other** courses, portfolio development, as a course assignment, is a requirement in the courses specified below:

Required Content	Description	Working Portfolio		Showcase Portfolio	
		Introductory PS	Internship 1 (& PS)	Internship 2 (& PS)	Culminating PS
Table of contents	A table of contents that corresponds to each of the 12 professional competencies		✓		
Section dividers or chapters for DVDs	Useful section dividers that enable fast retrieval of portfolio content				
Autobiography: Personal/professional intersections and their meanings					
C.V. / Resumé	2 pages				✓
Brief 'professional' autobiography	1 page			✓	
Professional Identity: Moving from personal to professional as teacher					
Statement of philosophy of education	Theoretical or philosophical bases or orientations that inform teacher action	✓			✓
Professional Competencies	Professional Competency Self-Evaluation Grids (PC) showing development of the 12 PCs (as appropriate to the Internship level)		✓	✓	
	Professional Competency Yearly Overview		✓	✓	
Action Plan	Report on strengths and areas for improvement that targets competencies or indicators from Internship 1 to be worked on during Internship 2 with follow-up		✓	✓	
Professional Development Plan	A plan for professional development goals as a novice teacher (realistic objectives that target competencies and document strengths and areas requiring improvement)			✓	
Self-Assessment Criteria for Showcase Professional Portfolio	An assessment tool for personal use. May be used during peer editing and for discussion/sharing purposes				✓

Teaching and Learning: Examples and artifacts of classroom performance

Learning Evaluation Situations (LESSs) & Individual Education Plans (IEPs)	Design, development, implementation, assessment and reflection on planning for inclusive/differentiated teaching and learning, that includes multimedia/technology		✓	✓	
Examples of student work (realia) as evidence of effective teaching and student learning	Carefully selected student work that demonstrates achievement (over time) of teaching/learning goals				

Suggested Documents to Select from the Working Portfolio for Inclusion in the Showcase Portfolio as Indicators of Mastery of Professional Competencies (thoughtful and limited selection)

You will notice there exists a natural overlap in terms of materials selected as evidence of competency development. It is up to you to determine how you wish to select materials to showcase your mastery of the 12 professional competencies. You may choose to emphasize certain of the professional competencies.

Please make sure to protect the anonymity of any individuals recorded, quoted or in any way mentioned in any of the materials included in the Working and Showcase Professional Portfolios

Competency 1: To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students

- CV
- Letter of introduction (short autobiography)
- Letters of reference (maximum 2 at least one addressing teaching skill, from cooperating teachers, supervisors, principals, volunteer work supervisors, community school teachers/leaders, librarians, camp directors, university professors, etc.)
- Diplomas, degrees and certificates
- Evaluation forms from cooperating teachers, administrators and supervisors (selected formative and/or summative and anecdotal)
- Philosophy of Education (values, beliefs and views about teaching and learning)
- Reflections/statement on actions taken that made it possible to understand students' cultural reality (critical awareness of the cultural mosaic, appreciation of the richness and potential of the community of learners, responses to articles/key thinkers, ongoing professional development etc.)
- Reflection on professional development in program and internships including reflections on selected professional development goals as articulated in LESs
- Examples of projects (Teacher's Convention/workshops etc.) related to teachables/schools/professional development etc.)
- PC grid

Competency 2: To communicate clearly in the language of instruction, both orally and in writing, using correct grammar, in various contexts related to teaching

- DVDs of activities accompanied by a short analysis of their positive aspects related to this competency (permission must be obtained for inclusion of this material in the portfolio)
- Texts intended for students, parents or colleagues
- Examples of correspondence with parents
- PC grid

Competency 3: To develop teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study

- Demonstration of subject-related knowledge

- Plans for meaningful and varied learning situations related to subject-specific competency development (e.g. LES, IEP)
- Supplementing LESs/IEPs, e.g. board game, classroom posters, PowerPoint presentations etc.
- Attention to differentiation and appreciation of varied learning styles/multiple/emotional intelligences
- PC grid

Competency 4: To pilot teaching/learning situations that are appropriate to the students concerned and to the subject content with a view to developing the competencies targeted in the programs of study

- Reflections on personal teaching style
- Accounts of learning situations that fostered the integration and application of acquired knowledge
- Student work showing the application of acquired knowledge
- Photos of students in classes (permissions must be obtained for inclusion of this material in the portfolio and care must be taken to mask student faces)
- DVD of teaching (permissions must be obtained for inclusion of this material in the portfolio – care must be taken to protect student and school anonymity)
- PC grid

Competency 5: To evaluate student progress in learning the subject content and mastering the related competencies

- Examples of student work (evaluation focus, criteria, feedback etc. – care must be taken to protect student anonymity)
- Methods and tools designed and used to evaluate the development of the targeted competencies
- Examples of communication with parents (care must be taken to protect parent anonymity)
- PC grid

Competency 6: To plan, organize and supervise a class as a way to promote students' learning and social development

- Examples of methods of implementing rules of conduct
- Examples of methods of organizing classrooms (materials, assigned work, resources etc.)
- Accounts of classroom set-up/organization and justification of their use with respect to the learning to be acquired
- Ways that activities were made meaningful to different students
- DVD of a classroom, including a connection with the values of the institution (permissions must be obtained for inclusion of this material in the portfolio – care must be taken to protect anonymity)
- Examples of conflict resolution
- PC grid

Competency 7: To adapt his or her teaching to the needs and characteristics of students with

learning disabilities, social maladjustments or handicaps

- Examples of teaching strategies for different types of students
- Illustrations of cases involving students with difficulties and examples of how activities were adapted
- Accounts of ways of gathering and using information in order to gain a better understanding of students with challenges and to provide them with the necessary support
- Participation in individualized education plans (IEPs)
- PC grid

Competency 8: To integrate information and communications technologies (ICT) in the preparation and delivery of teaching/learning activities and for instructional management and professional development purposes

- Examples of websites used that relate to program of study, critical analysis of the sites and demonstration of their relevance to teaching/learning
- Student work using ICT demonstrating the development of competencies
- Description of opportunities provided to students to apply ICT competencies
- Examples of different types of productions (web pages etc.)
- Accounts of participation in forums/workshops/projects around using ICT in practice
- PC grid

Competency 9: To cooperate with school staff, parents, partners in the community and students in pursuing the educational objectives of the school or centre

- Accounts of participation in school/community projects
- Photos, DVDs and descriptions of special projects (permissions must be obtained for inclusion of this material in the portfolio – care must be taken to protect anonymity)
- Community and volunteer teaching, field trips, school club, etc. (permissions must be obtained for inclusion of this material in the portfolio)
- Extra-curricular activities (description of serious and substantial involvement in sports, dance, music, dramatics, student projects etc.)
- PC grid

Competency 10: To cooperate with members of the teaching team in carrying out tasks involving the development and evaluation of the competencies targeted in the programs of study, taking into account the students concerned

- Examples of collaboration and professional involvement with administrators, CTs, staff and other members of the school community to plan learning scenarios, develop certain tools, discuss certain students (participation, reports on school/student/professional conferences, etc.)
- PC grid

Competency 11: To engage in professional development individually and with others

- Action Plan

- Various annotated texts from journals, books, newspapers etc.
- Examples of initiatives taken in the classroom following readings/workshops etc.
- Reports of participation in workshops at conventions or seminars/ped days and description of their relevance to ongoing professional development
- Professional Development Plan (a plan for professional development goals as a novice teacher with realistic objectives that target competencies or indicators and document strengths and aspects requiring improvement)
- PC grid

Competency 12: To demonstrate ethical and responsible professional behavior in the performance of his or her duties

- Examples of decisions related to student learning, including justifications
- Examples of decisions related to the evaluation of student learning, including justifications
- Accounts of projects demonstrating cooperative approaches in the classroom and analysis of impact on students and own professional development
- Accounts of means used to recognize and address conflicts related to racial, sexual or other forms of discrimination
- Reflection on connections between own beliefs and values and responsible professional behavior
- PC grid
- PC Yearly Overview

Self-Assessment Criteria for Showcase Professional Portfolio (for personal use)	
Content	Variety of documentation included
	Provides a complete professional profile
	Shows depth of reflection and insight
	Demonstrates intellectual leadership and energy
	Is sufficiently precise, detailed, and compelling
	Represents a focused and strategic selection of accomplishments and reflections as these signal mastery of the 12 PCs
Organization	Well organized, easy to follow
	Well developed and logically structured (e.g. through the use of a table of contents, dividers, sections, section labels, and introductory and summary reflections for sections)
Presentation	Professional; creates and sustains interest
	Visuals are well chosen and enhance content
	Accessible, authentic and complete
	Purposeful and relevant to the intended audience
	Document and page/ screen design features (e.g., white space, color, navigation tools, dividers, symbols, typefaces, alignment, arrangement, and visuals) used to invite and facilitate reading

Writing	Ideas are complete, coherent and cohesive
	Language free from mechanical, spelling, and grammatical errors
	Excellent structure (headings, previews, transitions, summations)
	Concise, clear, dynamic, and engaging