



Mission Statement

The e-Portfolio is a visually engaging digital collection of work that showcases teacher candidates’ professional and educational accomplishments. It allows teacher candidates to reflect on their professional competencies, showcase their teaching practices, and show their commitment to equity, diversity and inclusion in education. It also captures the uniqueness of the candidate’s profile such as creativity, volunteer experiences, employment history, and extracurricular activities. The e-Portfolio is a living document that is initiated in the candidate’s teacher education program and continues to be developed through their teaching career.

Professional e-Portfolio Guidelines

MA Teaching & Learning, B.Ed. K/Elementary, Secondary, Music, and TESL Programs

The Department of Integrated Studies in Education (DISE), and the Internships and Student Affairs Office (ISA) in the Faculty of Education are committed to supporting teacher candidates in the development and creation of their individual professional e-portfolios throughout their program.

The Professional e-Portfolio has been informed by the 2021 Reference Framework for Professional Competencies for Teachers (click [here](#) to access the document). It includes 13 professional competencies, which should be reflected in the e-Portfolio. The 15th competency: *Value and promotion of Indigenous Knowledge, worldviews, cultures and history* is respectfully included as acknowledgement of teacher’s professional practice and efforts to respond, comprehend and honour the values, traditions and belief systems of Indigenous peoples.

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OBJECTIVE

Commencing in the first year of the program, teacher candidates will begin the process of creating a working Professional e-Portfolio for the purposes of documenting personal and professional learning and growth. The e-Portfolio is a visually engaging digital tool that showcases information, artifacts, and reflections on the teacher candidate's development across the 13 professional competencies, and competency 15. throughout their program of study. Importantly, the core objective for the development of the e-Portfolio is to allow pre-service teachers to develop their teacher identity and prepare a living document to showcase their work as they move into the field of teaching and beyond. Content documents should be varied and relate to different professional contexts and there is not one single way to achieve this. For instance, certain competencies might be highlighted on their own while others might be merged or presented in the context of a particular project or experience. Importantly, the portfolio should show the commitment of the teacher candidate to equity, diversity and inclusion in education throughout the document, from their personal philosophy statement to pedagogical practices. For example, how their pedagogical practices are inclusive of students from diverse linguistic, cultural and racial backgrounds and integrates Indigenous knowledge and practices.

In the final year of the program, teacher candidates will refine and edit their e-Portfolio into a **showcase Professional e-Portfolio** for the purpose of demonstrating evidence of mastery across the 13 professional competencies, and competency 15.

The **working Professional e-Portfolio** will allow teacher candidates to:

- Reflect on links between theory and practice: between course work to field experience.
- Articulate development of a professional teacher identity.
- Capture and record events of professional significance.
- Analyze professional competency development by:
 - evidence of progress toward goals set for pedagogical and professional improvement.
 - artifact selection that reflects professional growth and achievement
- Exercise reflection as a professional skill.

The **showcase professional e-portfolio** will allow teacher candidates to:

- Provide evidence of their developed teacher identity.
- Show individual endeavour and creativity.
- Highlight strengths and unique qualities and abilities.
- Demonstrate commitment to evidence-based professional development during a teaching career.
- Show commitment to inclusive education.

FORMAT

The e-Portfolio is an organized space composed of documents, artifacts, achievements and reflections that illustrate the teacher candidate's progress. The contents are arranged according to different aspects related to the teaching profession, and to the development of professional competencies.

The digital nature of the portfolio and the digital artifacts selected present teacher candidates with an

opportunity to demonstrate competence in Professional Competency 12 with regards to abilities of:

- Mobilizing digital technology for personal and professional empowerment.
- Developing critical thinking with regard to the use of digital technology.
- Adopting an innovative and creative approach to the use of digital technology.

Teacher candidates may select from a variety of platforms suitable to e-portfolios, and there are many digital tools to support content creation (refer to Resource Guide for a list of suggested platforms).

LIFE CYCLE OF THE E-PORTFOLIO

Teacher candidates are introduced to the working Professional e-Portfolio in the Professional Seminar and Media courses early in their program. The subsequent professional seminars continue to support the e-Portfolio (as well as other courses) throughout the program. See the table below for a chart of e-Portfolio sections to be developed in each year of the program.

Teacher candidates gather documentation (for example, learning plans, activity plans, critical reflections, artifacts from field experiences, digital representation of their work) throughout the program. Arranged according to different school contexts, these documents are selected for their ability to provide evidence of the development of the 13 competencies and competency 15. **The e-Portfolio is not only a collection of work, but it provides justifications for the inclusion of each document with respect to the related professional competencies being developed.** It will become a product of the teacher candidate's learning and working process: continual goal setting, planning, reflection and evidence of growth as a practitioner. Importantly, the e-Portfolio supports documentation of the teacher candidate's accomplishments over the years of study and serves as a living document that will continue to be developed in their teaching career.

Field experiences are crucial opportunities to compile useful items (artifacts) for inclusion in the working e-Portfolio that demonstrate professional development, knowledge and achievement. Working e-Portfolios will be shared and discussed during the field experiences with the teacher candidate's seminar instructors. Pertinent course work (e.g. LES, activity plans, special projects, annotated artifacts etc.) can also be included in the e-portfolio.

A final step, completed toward the end of the program, is to transition the working Professional e-Portfolio into the showcase Professional e-Portfolio.

SECTION II: REQUIRED CONTENT AND TIMELINE

Although the e-portfolio (working and showcase) will be informed and developed in **various** courses, e-portfolio development as a course assignment is a requirement in the following courses. A check-mark ✓ indicates that the section will be created or updated as part of an assignment in the selected course.

REQUIRED CONTENT	Working				Showcase
<i>Bachelor of Education</i> →	Media/Tech EDEC 262	1 st Professional Seminar	2 nd Professional Seminar	3 rd Professional Seminar	4 th Professional Seminar
<i>MA Teaching & Learning</i> →	Media Literacy EDSL 612	Intro Professional Seminar	Internship 1: EDIN 601		Internship 2: EDIN 602/Culminating seminar
Introductory page: Organization of landing page with tabs/links outlining organization	✓	✓	✓	✓	✓
Evidence of developing critical media literacy: Articulate rationales for choices made regarding e-portfolio set up.	✓	✓	✓	✓	✓
Evidence of developing critical reflection: Articulate rationales for choices made regarding e-portfolio set up.		✓	✓	✓	✓
Current C.V. / Résumé 2 pages		✓			✓
Statement of philosophy of education Theoretical or philosophical bases or orientations that inform teacher action.		✓	✓		✓
Professional Competencies: Showing development of the 13PCs (as appropriate to the level of field experience), and Competency 15		✓	✓	✓	✓
			MATL: 1-13		
Learning Evaluation Situations (LEs) & stand-alone activities and lessons: Design, developing, implementing, piloting, assessment and reflection on planning for inclusive/differentiated teaching and learning, that includes multimedia/ technology.			✓	✓	✓
Evidence of critical professional development and awareness of important influences on teaching and learning and personal teacher identity: Reflections, Artifacts, Resources various LEs etc.		✓	✓	✓	✓

IMPORTANT NOTE: GUIDELINES FOR IMAGES AND VIDEO IN SCHOOLS

www.mcgill.ca/isa/policies/placements/conduct

It is essential that teacher candidates safe-guard the privacy of children and youth in school settings where field experience placements and internships are undertaken. This policy is to make clear what is and is not permitted with regard to the photographing of any images and video recording of children and youth you might work with in classrooms and other school settings - whether for use in your professional portfolio, for a McGill course, class project, assignment, or other related professional purpose.

You ARE permitted to:

- Share the written work/products (i.e. drawings, etc.) of students whom you have taught during a field experience/internship but must ensure the removal of any and all reference to the name of the student, or any other student(s) mentioned, school, cooperating teacher(s) and/or school administrator(s).
- Share photographs and videos that feature ONLY yourself teaching or leading a learning activity of any sort (i.e. classroom or non-formal learning activities).

You are **NOT** permitted, no matter the policy of the school/school-board where you undertake a field experience/internship, to:

- Photograph or record in any manner, children and youth with whom you work during a field experience/internship - whether in classroom settings or any other context that involves the children and youth with whom you engage during a field experience/internship (i.e: field trip, recess, play, performance, ceremony etc.). This policy applies to anything you might wish to post online even in a private and fully secured domain.
- In videos or images when you might wish to record yourself teaching, images of children and youth you are teaching, or of cooperating teachers or fellow student teachers CANNOT be captured (even if software exists that can distort the image, etc.).

Permission for research involving youth requires formal ethics approval from McGill's Ethics Review board, see www.mcgill.ca/research/researchers/compliance/human/reb-i-ii-iii

SECTION III: EXAMPLES OF CONTENT ORGANIZED BY PROFESSIONAL COMPETENCY

Use the list below in conjunction with "Resource Guide for e-Portfolios" while selecting documents and artifacts for inclusion in the e-portfolio.

Competency 1: Act as a cultural facilitator when carrying out duties.

Act as a cultured professional who is at once an interpreter, facilitator and critic of culture when carrying out duties.

- 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 field experiences including reflections on selected professional development goals as articulated regarding culture.
- Samples of student work that demonstrate awareness of diverse cultural backgrounds (e.g., materials, images, tasks, artifacts) along with rationales.

Competency 2: Master the language of instruction

Communicate appropriately in the language of instruction, both orally and in writing, in all contexts associated with the performance of duties.

- Written and/or oral texts intended for students, parents, colleagues and community members (Samples of digital communications).
- Lesson plans that clearly demonstrate communication abilities.
- Videos of teaching.

Competency 3: Plan teaching and learning situations

Design and plan teaching and learning activities and situations that are appropriate for the students, the learning content and the education objectives.

- Demonstration of subject-related knowledge in a lesson plan.
- 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.
- Evidence of attention to differentiation and appreciation of varied learning styles/multiple intelligences.

Competency 4: Implement teaching and learning situations

Implement and supervise teaching and learning situations appropriate to the students and the educational aims.

- Reflections on personal teaching style.
- Accounts of learning situations that fostered engagement and the integration and/or application of acquired knowledge.
- Student work showing the application of acquired knowledge (anonymized) with justification.
- Video demonstrating characteristics of effective teaching strategies.

Competency 5: Evaluate learning

Develop, choose and use different methods for evaluating knowledge acquisition and competency development

- Examples of student work (before & after) that includes evaluation focus, criteria, feedback etc. with your annotations.
- Methods and tools designed and used to evaluate the development of the targeted competencies.

- Types of feedback given with your rationales.
- Student self-evaluation samples with justification.

Competency 6: Manage how the class operates

Organize and manage a class in such a way as to maximize student development, learning and socialization.

- Ways that activities were made meaningful to different students through effective management.
- Examples of methods of implementing rules of conduct.
- Examples and descriptions of methods re organizing classrooms (materials, assigned work, resources, class blueprint, etc.).
- Photos/ sketches of physical classroom arrangements with rationales.

Competency 7: Take into account student diversity.

Implement, as part of an inclusive teaching approach, strategies for differentiating teaching practices so as to support the full participation and success of all students.

- Examples of differentiation strategies for diverse students in lesson plans.
- Inclusive and equitable approaches that cater for students from different racial, cultural, linguistic and economic backgrounds
- 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-anonymized) if this opportunity presented itself, with justification.

Competency 8 Support students' love of learning

Cultivate the students' natural desire to learn, their sense of discovery and their curiosity by bringing together the conditions required to help them all thrive.

- Philosophy statement.
- Account(s) and reflections of unique approaches taken to generate learning and motivate excitement.
- Lesson plans and samples of student work with rationales. Evidence of how excitement is initiated and related to students' real -life situations are key.

Competency 9: Be actively involved as a member of the school team.

Situate own activities in a collective framework, at the service of the complementarity and continuity of teaching activities as educational acts.

- Accounts of participation in school events.
- Examples of collaboration and professional involvement with administrators, CTs, staff and other members of the school community to plan learning scenarios, develop certain tools.
- Descriptions and images or artifacts of special projects.
- Descriptions and images or artifacts of volunteer teaching, field trips, school club, etc.
- Descriptions and images or artifacts of extra-curricular activities (serious and substantial involvement in sports, dance, music, dramatics, student projects etc.).

Competency 10: Co-operate with the family and education partners in the community.

Promote and encourage parental involvement in their children's learning and school life, and contribute to sustainable partnerships between the school and its community.

- Examples of collaboration and professional involvement with members of community to plan learning scenarios or develop certain tools or resources.
- Examples of outreach and/or projects with families.
- Sample of lesson plan, student work or task where family members were included in the learning and sharing.

Competency 11: Commit to own professional development and to the profession.

Continuously analyze, evaluate and develop all facets of one's professional practice and promote the status and recognition of the teaching profession by fostering a shared professional culture based on mutual support and co-operation.

- Robust Action Plan documentation (to be shared with supervisors as well).
- Various annotated texts from journals, books, newspapers etc. with rationales
- 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.
- Resources of PD with rationales.
- Evidence of participation in research project with rationale that shows professional development.
- Blogpost/Vlog/professional articles that present and shares new insights into areas of interest.

Competency 12: Mobilize digital technologies

Use digital technologies in order to benefit students and all education stakeholders.

- Samples and descriptions of your planning and/or student work using digital applications demonstrating the development of competencies.
- Description of opportunities provided to students to apply digital competencies. (e.g., a lesson plan, activity plan, or extra-curricular activities).
- Examples of different types of productions (web pages, blogs, vlogs, etc.).

Competency 13: Act in accordance with the ethical principles of the profession

Adopt and promote ethical and responsible behaviours in order to create respectful and trusting relationships with students, members of the school team and the wider education community.

- 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/or address conflicts related to racial, sexual or other forms of discrimination.
- Reflection on connections between own beliefs and values and responsible professional behaviour
- Philosophy statement

Competency 15: Value and promote Indigenous knowledge, worldviews, cultures and history

- Reflection on how Indigenous knowledges, worldviews, culture, and history and pedagogies can be appropriately addressed with students or in one's work as an educator, in keeping with efforts towards Reconciliation.
- Examples of work and efforts that demonstrate these reflections and instances of their application in their courses and field experiences (eg. learning plan).
- Demonstration of understanding the diversity and specificity of Indigenous nations and communities across Canada, including Inuit and ten First Nations in Quebec.
- Demonstration of knowledge of how to select appropriate and community-vetted material to address Indigenous knowledge, worldviews, culture and history.
- Evidence of awareness and active engagement in cultural security practices that consider the experiences and safety of Indigenous students.
- Acknowledgement of the breadth of Indigenous content, past, present, and future, including comprehensive and dynamic knowledge from multiple fields.
- Use of appropriate and respectful terminologies when referring to Indigenous peoples as well as their collective experiences of trauma and harm.
- Reflection on one's own positionality or self-location, and engagement in a continuous learning process.
- Demonstration of knowledge of appropriate protocols for inviting and *compensating* Indigenous guests for their intellectual labour.

SECTION IV: SELF-ASSESSMENT CRITERIA FOR SHOWCASE PROFESSIONAL E- PORTFOLIO

For personal use, or as a tool to support peer-editing.

Self-Assessment Criteria	
Content	Variety of documentation included
	Provides a complete professional profile
	Shows depth of reflection and insight
	Demonstrates intellectual curiosity, autonomy and energy
	Is sufficiently precise, detailed, and compelling
	Represents a focused and strategic selection of accomplishments and reflections, signaling mastery of the 13 PCs
Organization	Well organized, easy to follow and navigate digital platform and other digital extensions.
	Well developed and logically structured (e.g., tab sections, thematic sections)
Presentation	Professional; creates and sustains interest
	Visuals are well chosen and enhance content
	Accessible, authentic and easy to navigate
	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