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 students in the development and creation of their individual professional e-portfolios throughout their program.

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

   (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/reseau/formation_titularisation/StageProbatoire_a.pdf)

   (http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/formation_ens_a.pdf)

Please also refer to the companion document, Resource Guide for e-Portfolios for information on helpful tools and considerations for use in creating an e-Portfolio.

The Guidelines on Images and Video in Schools (www.mcgill.ca/isa/policies/placements/conduct) are also essential in helping students maintain appropriate confidentiality in the e-portfolio.

CONTENTS

Section I: Overview of the Working and Showcase Professional e-Portfolio .................................................................2

Objective ..................................................................................................................................................................................2

Format ..................................................................................................................................................................................2

Life Cycle of the e-Portfolio ...............................................................................................................................................3

Section II: Required Content and Timeline ..................................................................................................................4

Important Note: Guidelines For Images And Video In Schools ..................................................................................5

Section III: Examples of Content Organized by Professional Competency ..............................................................5

Section IV: Self-Assessment Criteria for Showcase Professional e-Portfolio ...........................................................8
SECTION I: OVERVIEW OF THE WORKING AND SHOWCASE PROFESSIONAL E-PORTFOLIO

OBJECTIVE

Commencing in the first year of the program, students will begin the process of creating a working professional e-portfolio for the purpose of documenting personal and professional learning and growth. It is a tool for gathering information, artifacts, and reflections on the student’s development of professional competencies throughout their program of study.

In the final year of the program, students will refine and edit the working professional portfolio into a showcase professional e-portfolio for the purpose of demonstrating evidence of mastery across the 12 professional competencies, as well as for use in applying for employment as a teacher.

The working professional e-portfolio will allow students to:

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

The showcase professional e-portfolio will allow students to:

- Provide a ‘snapshot’ of learning at a moment in time
- Show individual endeavor and creativity
- Highlight strengths and unique qualities and abilities.
- Demonstrate commitment to evidence-based professional development during a teaching career

FORMAT

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

The electronic nature of the portfolio and the digital artifacts selected present students with an opportunity to demonstrate competency in Professional 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.”

Students may select from a variety of platforms suitable to e-portfolios, and there are many digital tools to support content creation. Refer to the companion document “Resource Guide for e-Portfolios” for a list of suggested platforms and a discussion of tools and considerations for working with digital media and creating the e-portfolio.
LIFE CYCLE OF THE E-PORTFOLIO

Students are introduced to the working professional e-portfolio in the Professional Seminar and Media courses in Year 1 of 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.

Students gather documents (for example, written work, critical reflections and annotated readings) throughout the program. Arranged according to different school contexts, these documents are selected for their ability to provide evidence of the development of certain of the 12 professional competencies. It is essential to justify the inclusion of each document with respect to the related professional competencies being developed. The portfolio will become a product of the student’s learning and working process: continual goal-setting, planning, reflection and evidence of growth as a practitioner.

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 McGill supervisors. McGill supervisors possess a wealth of expertise and insight to bring to the process of portfolio development (working and showcase), including participation on school board hiring committees.

The final step, completed toward the end of the program, is to transition the working professional e-portfolio into the showcase professional e-portfolio. Content documents should be varied and relate to different professional contexts. There is no one 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.
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.

<table>
<thead>
<tr>
<th>REQUIRED CONTENT</th>
<th>Working</th>
<th>Showcase</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bachelor of Education</strong></td>
<td>Media/Tech EDEC 262</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td><strong>MA Teaching &amp; Learning</strong></td>
<td>Intro Professional Seminar</td>
<td>1st Professional Seminar</td>
</tr>
<tr>
<td>Introductory page: Organization of landing page with tabs/links outlining organization; including links to professional competencies as appropriate to the level of field experience.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Evidence of developing critical media literacy: articulate rationales for choices made regarding e-portfolio set up.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Evidence of developing critical reflection: articulate rationales for choices made regarding e-portfolio set up.</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Current C.V. / Résumé 2 pages</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Statement of philosophy of education Theoretical or philosophical bases or orientations that inform teacher action.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Competencies: PC Self-Evaluation Grids (showing development of the 12 PCs (as appropriate to the level of field experience).</td>
<td>✓ B.Ed: 1,2,9,11,12</td>
<td>✓ B.Ed: 1,2,4,6,9-12</td>
</tr>
<tr>
<td>Professional Competencies: PC Yearly Overview</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Action Plan: Report on strengths and areas for improvement that targets competencies or indicators from one field experience to the next. (FE 1 to FE 3)</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Professional Development Plan: professional development goals as a novice teacher (realistic objectives that target competencies or indicators and document strengths and aspects requiring improvement)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Evaluation Situations (LESs) &amp; stand-alone lessons: Design, developing, implementing, piloting, assessment and reflection on planning for inclusive/differentiated teaching and learning, that includes multimedia/technology.</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Evidence of critical professional development and awareness of important influences on teaching and learning: Responses to articles, readings, reflections on various LESs etc.</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
IMPORTANT NOTE: GUIDELINES FOR IMAGES AND VIDEO IN SCHOOLS

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

It is essential that student teachers safeguard 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 as regards 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 insure 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 you might wish to record of 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: To act as a professional who is inheritor, critic and interpreter of knowledge or culture when teaching students

• CV
• Letter of introduction
• 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 showing professional growth and development)
• 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 in LESs
• 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

• Texts intended for students, parents or colleagues
• 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 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 (anonymized)
• 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)
• Methods and tools designed and used to evaluate the development of the targeted competencies
• 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.)
• Ways that activities were made meaningful to different students
• 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
• 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
• 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

- 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.)
- 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
- Descriptions of special projects (community and volunteer teaching, field trips, school club, etc.).
- Descriptions of extra-curricular activities (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
- 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
SECTION IV: SELF-ASSESSMENT CRITERIA FOR SHOWCASE PROFESSIONAL E-PORTFOLIO

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

<table>
<thead>
<tr>
<th>Self-Assessment Criteria</th>
<th>Variety of documentation included</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provides a complete professional profile</td>
</tr>
<tr>
<td></td>
<td>Shows depth of reflection and insight</td>
</tr>
<tr>
<td></td>
<td>Demonstrates intellectual curiosity, autonomy and energy</td>
</tr>
<tr>
<td></td>
<td>Is sufficiently precise, detailed, and compelling</td>
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<tr>
<td></td>
<td>Represents a focused and strategic selection of accomplishments and reflections, signaling mastery of the 12 PCs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Well organized, easy to follow</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Well developed and logically structured (e.g. through the use of a table of contents, dividers, sections, section labels, introductory and summary reflections for sections)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Professional; creates and sustains interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Visuals are well chosen and enhance content</td>
</tr>
<tr>
<td></td>
<td>Accessible, authentic and complete</td>
</tr>
<tr>
<td></td>
<td>Purposeful and relevant to the intended audience</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing</th>
<th>Ideas are complete, coherent and cohesive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Language free from mechanical, spelling, and grammatical errors</td>
</tr>
<tr>
<td></td>
<td>Excellent structure (headings, previews, transitions, summations)</td>
</tr>
<tr>
<td></td>
<td>Concise, clear, dynamic, and engaging</td>
</tr>
</tbody>
</table>