



"The best is yet to come."

Considering Portfolios

- Do you maintain any type of portfolio? Why or why not?

My portfolio is in the form of my webpage that I created specifically as a requirement for my M.Ed. degree. Prior to this, I didn't maintain a portfolio because I always thought a resume and recommendations were enough. My webpage is being edited currently and I will list it here soon.

- What do you see as the purpose of a portfolio?

Prior to reading the resources provided in this module, I saw the purpose of a portfolio just as a collection of my work which when required could be provided as evidence for teaching practices I claim to follow. However, I now understand that the purpose is much deeper and it is more a portfolio of learning and growth, which shows our evolution as a teacher over years and through varied experiences.

- Do you maintain other reflective/archived work that serves a similar purpose? How do you do this?

I do not maintain any reflective work. I do have some of my students' work saved up in my computer in different folders, but nothing organized that shows the complete journey of a lesson or unit.

- What can the impact of technology be on building/using a portfolio?

Technology provides tools to creatively document work that has been done by us in all three forms: written, visual and auditory. This portfolio can be life long and technology helps us build on it without having to carry bulky files or folders all over the place. If a teacher desires, technology makes a teacher's portfolio available for viewing for any prospective employer.

- As an educator, what do you see to be the purpose of reflective practices? How do excellence, competence and practice, as outlined in the [Bergeron and Dean research paper](#) " Identifying, Measuring and Characterizing Pedagogical Attributes, Perspectives and Beliefs" (pages 9-11) reflect in a portfolio?

Reflective practice, in my opinion is the ability to think back about our emotions and actions. I truly believe that teachers hold a position of great power and responsibility because of the ways in which we can influence a student. Therefore reflection followed by introspection and positive action is essential for teachers to be successful. In that respect, I strongly agree with the points made in the Bergeron and Dean research paper about teacher excellence, competence and practice.

A portfolio can have simple evidence of a teacher's effort in helping students learn in an effective way. For example – Keep a student's beginning of the year writing sample, rubrics used and feedback given over time, tools given to the student to improve his/her writing and then have the improved end of the year writing sample.

Teachers can also have minutes of important meeting with colleagues where collaborative growth has been achieved or when one teacher has helped another attain excellence through some powerful learning experiences with students.

A portfolio can have evidence of a teacher's competence in terms of lesson plans made, students' work, reflections about the lesson plan following the students' final submissions and then course correction in the lesson plan for the future.

Finally, a teacher's portfolio can have evidence of all the engaging, fun, and interesting activities done in class to help students achieve excellence. The portfolio should show how the teacher has addressed different kinds of learners.