TEACHER EDUCATION

A GUIDE TO THE DEVELOPMENT OF PROFESSIONAL PORTFOLIOS

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What is a professional portfolio?

A professional portfolio is a structured and thoughtfully organized collection of artifacts which illustrates your skills and abilities, substantiated by samples of student work and realized through reflective writing, deliberation, and conversation with peers, teachers and faculty (Shulman, 1998).

What is the value of a professional portfolio?

As a pre-service teacher you are responsible for your growth. Your professors will offer direction and assistance through their courses, but ultimately individual pre-service teachers must engage in self-assessment and evaluation to ensure professional growth. The professional portfolio is a tool to promote professional growth.

Nona Lyons (1998, p. 4), identifies the value of teacher portfolios from three perspectives. First, as a credential (a set of documents and evidence by which you demonstrate your teaching ability); secondly, as a set of assumptions about teaching and learning, (your vision of teaching shapes your choice of portfolio entries) and thirdly, as making possible a powerful, personal reflective learning experience (the portfolio process offers you a compelling opportunity to reflect on your own learning and to articulate just who you are as a teacher).

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. It may be helpful for pre-service teachers to conceptualize this evaluation process as four steps.

The first step is self-evaluation through reflection. Through this reflection, teachers begin to determine the competencies, knowledge, talents, and attributes they have that they believe should be represented in their professional portfolios. From this self-evaluation, teachers quickly move to thinking about how they can represent those competencies and characteristics, step two.

The second step is selection of representative artifacts; that is, the assembly of evidence of the characteristics or qualities the teacher wants to demonstrate. This selection requires careful decision-making. The selection process itself is a meaningful act of self-evaluation.
The third step is the determination of the rationale for each entry. To a large extent, the selection and rationalization is a two-way process – in some instances teachers decide upon traits they want to represent and then determine artifacts to represent them, and in other instances teachers have artifacts to be included for which they carefully compose the rationales or belief statements. Either way, this recognition of growth and achievement naturally leads to the identification of areas of improvement and subsequent goal-setting.

The fourth step is goal-setting. In this step, teachers set goals to help give direction to their continuing professional development. This step is enhanced by collaboration with others who serve as advisors and mentors to the teacher. Portfolio review conferences conducted with faculty supervisors, school principals or associate teachers are opportunities for collaborative evaluation and goal setting (See Appendix A and B for sample feedback forms). Goal setting therefore, is the start and finish of the evaluation cycle – goals are set, worked toward, progress toward them is reviewed, and new or revised goals are set (Adapted from P. Winsor, 1998, p. 3).

How do portfolios develop within the Pre-Service program?

Developing a portfolio is a wholistic activity but for purposes of explanation, let’s view it as having three dimensions: a process dimension, a product dimension, and a display dimension. This process is one of reflection, collection, selection, dialogue and further reflection. Deadlines for the various stages of your portfolio development will be identified by your seminar leader at the beginning of the year. Because the process of preparing a portfolio is a complex one, the earlier you begin the process, the more likely you are to be satisfied with your final product.

Process. Your initial collection of materials, starting with the development of your Personal Profile, constitutes your WIP (Work in Process) portfolio. This process portfolio will guide you in shaping your initial goals and help you to reflect on your growth. Initially, set up broad categories for potential resources or artifacts.

Product. The cycle of goal-setting, reflection, collection, selection and further reflection leads to the product portfolio which will highlight and demonstrate your knowledge and skills in teaching. At this stage in your portfolio development, you will have to make choices about your various entries and develop rationales to explain them (e.g., which of your several excellent instructional plans are you going to include in your portfolio and how does your choice contribute to the overall picture you wish to present of yourself?). Because a product portfolio can only be representative and not comprehensive, reflection is key to your selection of entries.

Display. In the third and final stage of developing your portfolio, you will streamline your product portfolio to create your showcase portfolio by choosing about fifteen artifacts that best display your professional achievements, your advanced understandings about teaching and learning, and your career goals. It is this portfolio that you will present to your seminar instructor in fulfillment of your course requirements.
How is a professional portfolio used beyond the university?

Professional Portfolios are beginning to be used as a compact and concrete marketing tool. While there may not be an opportunity to share your portfolio in an initial screening interview they are used frequently in final selection job interviews. Some principals request a portfolio as a component of teachers’ annual review and the Ontario College of Teachers is suggesting that the portfolio be a requirement for all teachers (See Professionally Speaking, June 2000, p. 14).

How is a professional portfolio organized?

This is a tough question with no one answer. It depends on many factors – the teacher, the purpose, the audience. As Robert Tierney, Mark Carter and Laura Desai (1991) point out: “Creating a portfolio allows teachers an opportunity to reflect on what they are about, what goals they have, and what they have achieved”. A Professional Teaching Portfolio is in essence a self-portrait: Your own “very personal advertisement” (Cook and Kessler, 1993). Therefore, its contents must be determined by you as an individual teacher. To assist you with this task, some suggestions based on feedback from our graduates, principals, associate teachers and the emerging literature on portfolio development are provided in the following section.

Three ways to organize your portfolio

The portfolio you eventually share with your prospective employers should be kept brief; restrict it to between 15 and 17 pages. Or you may choose to develop an electronic portfolio. Three possibilities for organizing your Portfolio are presented here.

Suggestion 1

A possible organization would follow the five Standards of Practice for the Teaching Profession (adopted in 2006) outlined by the Ontario College of Teachers. Any teacher planning to teach in Ontario should seriously consider using the Standards or an adapted form of the latter. The Standards are presented below. Refer to the Ontario College of Teachers for further details (http://www.oct.ca/standards).

1. Commitment to Students and Student Learning:
Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Possible artifacts: your educational philosophy, goal statements, selected log entries, notes or letters from students or parents, learning guides, questionnaires developed to help you get to know your students – their backgrounds, special interests, talents
2. **Professional Knowledge**
Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Possible artifacts: observations from field studies, instructional plans that give evidence of professional knowledge in a specific area, curriculum materials that demonstrate your familiarity with Ministry expectations for the various grades and subject areas, samples of students’ work that acknowledge learner diversity and your willingness to respond to their individual learning needs, bibliography/list of current readings.

3. **Professional Practice** where the teacher applies knowledge and understanding of:
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Possible artifacts: practica evaluations, lesson or unit plans, subject learning guides, rubrics, evaluation guides, reflections completed during practica, samples of students’ work, documentation demonstrating the use of outside experts to support learning (e.g., writers, scientists, etc.)

4. **Leadership in Learning Communities**
Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Possible artifacts: certificates of achievement, letters of thanks/acknowledgement from employers which highlight leadership skills and areas of responsibility, evidence of participation in the arts community (programmes, pictures), mention of coaching positions (perhaps a picture of teams you’ve coached), work with parents, examples of parent/community partnerships you have established to support learning, any involvement in field-testing e.g., new texts or computer programs

5. **Ongoing Professional Learning**
Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.
Possible artifacts: participation in professional workshops or activities beyond course requirements, participation in a school’s PLC meetings during practice teaching, committee work, goals for future professional development

**Suggestion 2**

Another suggestion would be to organize your portfolio according to the following four areas:

1. **Teacher as Person** - brief biography, highlighting your special talents e.g., music, drama, etc.; personal philosophy

2. **Teacher as Professional** - lesson or unit plans, evaluation guides, practica reports, parent newsletters

3. **Teacher as Lifelong Learner** - involvement in professional workshops, career goals, letters from university, associate teachers

4. **Teacher as Community Member** - volunteer and committee work

**Suggestion 3**

A final suggestion is to structure your portfolio around a self-designed question that is practice-based and professionally relevant (Grant & Huebner, 1998). For example, “How do I work towards equity of outcomes?” or “How can I create and design activities for students that incorporate higher levels of thinking?” Instead of a question, Freidus (1998) suggests structuring your portfolio around a theme – “The Teacher as Builder of Community”, for example.

In this case, once again you would document your question or theme with artifacts collected over the course of your programme – instructional plans, logs, journals, picture collages, graphs, charts etc. Each selected artifact should be captioned with a three-sentence explanation of what the evidence was, what it showed and how it was related to the portfolio question (Grant and Huebner, 1998, p. 161). Along the same line, Freidus (1998) suggests that captions be written to provide responses to questions such as the following:

- What have I learned from the experience represented by this artifact? How does this artifact represent my personal and professional values? How does the artifact bring to life the theory I have studied? What implications does this artifact have for my classroom practice? (p. 53).

**How will I organize my process portfolio?**

Study the organizational suggestions provided in the previous section and make an initial decision on your basic structure.

Add a section for reflection which will include the formal reflections assigned in your courses.
As you complete high quality assignments in any course, file the appropriate items. Use a ‘post it’ note to reflect upon the strengths and weaknesses of the item.

On your computer begin a list of written comments and compliments received. Be sure to identify the person making the comment and his/her position. Eventually these should be grouped by categories such as: any informal observations by associate teachers or practicum supervisor, or comments received on lesson and unit assignments from instructors. Another possible set of categories could reflect The Standards of Practice for the Teaching Profession.

Take pictures during each practicum of bulletin boards, students’ “hands on” learning experiences, special out-of-class activities, etc. (Ensure to obtain permission in advance). Ponder the challenge of mounting these effectively with appropriate reflective captions.

**What should a pre-service teachers’ professional product portfolio contain?**

An identification page could include name, address and telephone number. Another alternative would be to place your resume at the beginning to provide an introductory overview of your experience. Your resume must be included somewhere and it should be geared to a position in education which includes: educational background, work experience and volunteer experience related to education.

A title page, perhaps with a picture, invites the reader and sets the tone.

A clear table of contents will help others appreciate the content. Since your portfolio must be kept fluid you may choose not to number your pages. Consider using tabs which would assist others in looking through your portfolio.

A statement of philosophy should link to examples of teaching practice. As you develop your philosophy of education keep in mind The Standards of Practice for the Teaching Profession. (Limit to a half-page).

You may choose to include self-goals and/or expectations for your students.

Your two practicum reports should be included in your display portfolio. Of course, these will be replaced with annual reviews once you secure a contract.

Recent letters of recommendation will at least give reviewers a better understanding of you. However, most principals prefer to personally contact your references and instead of including the full letter of reference, you might pull out comments of strengths and talents you value and add these to your comments’ page.
What questions should guide my reflection and selection of portfolio entries?

As Winsor (1998) points out: “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 chosen.” (p.10). Remember, it is through the presentation of your rationales that you demonstrate your unique perspective on teaching. You may find working through the following questions helpful.

- What do I want the portfolio to show about me as a teacher?
- What do I believe are key teaching skills and abilities essential for teachers? How have I documented that I possess these skills and abilities?
- What unique strengths do I wish to highlight?
- How can I use a varied yet cohesive presentation which captures the interviewers' attention while at the same time promises substance?
- Have I used multiple sources to portray myself as a dynamic teacher?
- How can I demonstrate the scope and quality of my teaching?
- Is each section prefaced with a brief reflective piece (rationale) which informs the reader about the focus of a section and how the artifacts support me as a worthy candidate for the job?
- Have I included something which shows student responses to my teaching?
- Of my many letters of reference which ones best reflect my talents?
- Have I offered support for claims I’ve made about teaching? Are these claims and their corresponding pieces of evidence relevant?
- Are there any items that do not have an obvious meaning? Would a reflective caption help?
- Have I deluged the reader with too much information?
- What overall impression do I want my portfolio to leave with the interview team?
- What directions for future professional growth have my reflections revealed? (e.g., How does the work I have completed to date establish the groundwork for my future growth and development as an educator?)
What are some possible containers?

Consider an electronic format.

Whatever you choose, it must be easily stored, carried and shown.

Choose a container that allows you to assemble and reassemble documents depending upon the interview situation.

Consider a good quality plastic or leather three ring binder or zippered binder case. Look for rings about 1cm. in diameter. Coiled binders are another possibility.

Plastic sleeves could hold a full unit. Unfortunately such sleeves usually extend beyond other pages. Rather than including a lengthy or bulky unit, choose one section you'd like to highlight. This might be a final product rubric, a conceptual map of the unit, or a list of skills to be taught, referenced to Ministry expectations. Have the full unit available in your briefcase should your entry prompt a discussion.

You could also select a separate package of three or four key documents you plan to leave behind. These could be kept in a binder cover pocket or a separate duotang.

Consider using resume quality paper throughout.

Do your own typing and use only formatting and special features you have confidently mastered. Many interviewers ask about computer literacy and you wouldn’t want to have to admit you hired an expert. Use your portfolio to demonstrate your expertise.

What are some general caveats?

Be selective; keep it current.

Avoid the clutter of too much. Many schools recommend between 15 and 17 pages. Resist the temptation to include every letter of recommendation or every lesson plan and unit you’ve written. Reflection will allow you to select with wisdom.

Proof-read for flawless and formal prose.

Do a reality check to determine that the artifacts present you in the best possible light. Not everyone realizes that portfolios can underplay the strengths of teachers whose quality is not in materials or fancy student products.
Avoid the danger of trivialization by striving to have your portfolio resemble a reflective collection more than a scrapbook. Recall Shulman’s (1998) caution: “The portfolio is always an act of theory, a demonstration of one’s beliefs about a vision of teaching”.

Questions for a **showcase portfolio prepared for a specific interview**

From my research what have I learned about the school community?

From my many and excellent instructional plans which ones best portray a talent I wish to highlight given the nature of the school and its learners?

Which lessons accommodate the cultural diversity of the school population? Which lessons meet the needs of gifted learners? How have I shown that my unit accommodates the diversity of learners in this particular school setting?

Have I included the mention of special gifts I’d bring to a school: coach, choir director, experience with science or math fairs, interest in organizing school patrols, knowledge of fund raising, computer expertise, or experience with peer mediation?

Have I provided the most recent job titles, addresses and phone numbers for my reference list? Remember to ask permission to offer a home phone number if a referee may be called during holiday time.

How can I make my portfolio more a showcase of me and my skills for this specific interview?

How might a portfolio be used in a job interview?

There appears to be no firm etiquette on the use of portfolios in job interviews at this time so you will have to depend on your own professional judgment as to the approach to take in each interview.

You might choose to keep the portfolio in your hands during the interview. Then you can effectively use it to support answers to questions while at the same time preventing your interviewer from being distracted as he or she skims through it. You also retain a measure of control.
You may choose to hand over the portfolio in advance so that the interviewer can choose entries to discuss. This is where a brief reflection will focus attention to the rationale for any one entry.

You may wish to refer to documents in your portfolio during the interview and then offer them as proof of what you just said. When asked a question you may offer to "show" the interviewer specific documentation from your portfolio.

It is even possible you may not get any opportunity to use your portfolio during the interview. Nonetheless, the process of organizing and analyzing your experiences and abilities will prepare you for an effective job search by helping you to critique your work and evaluate your effectiveness as a teacher. In many ways the reflection you bring to the process of preparing a professional portfolio will serve as a rehearsal for the real interview.

You may wish to alert the secretary making your interview appointment that you will have a portfolio with you and would appreciate an opportunity to share it with the panel. Another possibility is a line added to your resume indicating that a portfolio is available upon request.
APPENDIX A
Sample form for Conference Feedback from Faculty Supervisor

Date: ____________________________________________________________
Pre-Service Teacher: ________________________________________________
Faculty Supervisor: _________________________________________________

Your portfolio gives the impression of a pre-service teacher who

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

I was impressed by

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

The area(s) of development needing your attention is/are

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Other comments

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

APPENDIX B
Sample form for Conference Feedback from Principal or Associate Teacher

Date: __________________________________________________________
Pre-Service Teacher: _____________________________________________
Principal (   ): _________________________________________________
Associate teacher (   ): __________________________________________

Your portfolio gives the impression of a pre-service teacher who
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

I was impressed by
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

The area(s) of development needing your attention is/are
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________

Other comments
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Signed: _________________________________________________________

APPENDIX C

Preparing for the Interview

Learn as much as possible about the school board and school programmes before you go to the interview. Adjust your portfolio to reflect the school community. For a preliminary screening your general portfolio should suffice but, if you are being interviewed for a particular position, adjust your portfolio content to reflect the position.

You will usually be interviewed by more than one person. Your interviewers will most likely be interviewing several candidates in fifteen to thirty minute time segments. Because comparison of candidates is inevitable they often have prepared questions to guide the interview.

Begin preparing for your interview by reflecting upon possible answers to the following questions.

Sample Interview Questions

1. Typical Openers

   • Tell me a little about yourself / teaching experience?
   • Why do you want to be a teacher?
   • What is your personal philosophy of education?
   • List four of your qualities that make you a superior teacher. Explain why.
   • What is a personal area of weakness?

2. Typical Prepared Questions to Structure the Interview for all Candidates

Management / Behaviour Issues

   • How would you create a positive learning environment?
   • Describe how you would manage your classroom.
   • Describe an incident when you had to deal with a disruptive student in the classroom. How did you handle the situation?
   • Tell me about a playground / hallway incident which required you to initiate discipline.
   • What is the most serious discipline problem you have encountered and how did you
deal with it?

• How would you maintain discipline in your classroom?
• How do you motivate your students?
• Tell me about a racial incident you encountered. How did you try to resolve the incident?

3. **Curriculum**

**Primary / Junior**

• If I were to walk into your primary/junior classroom what would I see?
• How would you go about creating a student-centered classroom?
• How have you demonstrated a commitment to equity of outcomes?
• How would you differentiate curriculum and instruction in a unit?
• How will you assess student work?
• How would you incorporate a balanced literacy programme in your classroom?
• Select a math topic and tell me how you would teach it. (Identify the grade or at least the division).
• How would you involve parents and the community in your classroom activities?

**High School**

• How would you meet the needs of both applied and academic students in the same class?
• Would you be able to teach a subject outside your teachable subjects? If so, how would you get prepared for such an assignment?
• Each teacher is in charge of a TAP group. What do you see as your role as a TAP leader?
• How would you promote the development of higher order thinking among students in your class?
• SSR requires that each student perform 40 hours of community work. How would you contribute to this part of the school programme?

4. Adapting the Curriculum to Meet the Needs of Specific Students

• Identify a student who was slipping behind in the academic programme but who did not qualify for resource help. How would you assist such a student?

• How will you meet the needs of ELL students in your regular class?

• What practical concrete strategies will you use to teach multicultural issues?

• How would you meet the unique needs of girls in math/computer classes?

• Tell me about an experience or class situation when there were New Canadians who were visible minorities. How did you meet their needs?

• How would you begin to meet the needs of students with IEP’s in your classroom?

5. The School Team

• Tell me about interactions you’ve had with other teachers which show me how you can work as part of a team to meet school improvement goals.

• What would you do if you had a disagreement with a fellow teacher, division leader or administrator?

• Tell me about a teachable interest or hobby you have and show me how your experiences outside a classroom would enrich your classroom teaching.

• In what extra curricular activities would you be involved?

6. General

• If a student were to describe you (their teacher) to a parent, what would they say?

• What are the greatest problems facing education today?

• If a student in your classroom has bruises on his arms, what do you do?

7. Communication with Parents

• How would you communicate news of a student who has failed to grasp new work,
to parents between formal reports?

- Outline a philosophy of (or action plan for) communicating with parents throughout a school year.

- How would you involve parents in their child’s programme?

8. **Typical Concluding Opportunities**

- Is there anything else you’d like us to know about you?

- Do you have any questions?

This may be your opportunity to mention your portfolio. If you do get any chance to show it, how are you going to introduce it? What sections will you share? Have your plan ready.
APPENDIX D

Understanding the complexity of what it means to be a teacher

The Standards of Practice for the Teaching Profession recognizes diversity in teaching. This recognition allows a teacher to make choices in the way she/he meets student needs, for a teacher’s mandate is first and foremost to support student learning.

These possible interview questions are designed to allow pre-service teachers to demonstrate how their practices are part of what it means to ‘be a teacher’ in Ontario who plans to meet student needs.

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Standards of Practice</th>
<th>Portfolio Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>What resources will you bring to the class beyond the text?</td>
<td>Professional Practice</td>
<td>Background experiences highlighted in résumé.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Letters to parents / community organizations requesting resources to support curriculum unit.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Web related resources.</td>
</tr>
<tr>
<td>How will you accommodate the diversity of learners in your class?</td>
<td>Professional Practice</td>
<td>Differentiated lessons or rubrics.</td>
</tr>
<tr>
<td></td>
<td>Commitment to Students and Student Learning</td>
<td>Individualized plans.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of MI teaching methodologies.</td>
</tr>
<tr>
<td>How will you prepare your students to become contributing members of Canadian society?</td>
<td>Commitment to Students and Student Learning</td>
<td>Lessons addressing real world issues e.g. Human impact on the environment.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class management and peer mediation guides.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multicultural game.</td>
</tr>
</tbody>
</table>
### How will you develop independent learners?

| Professional Practice | Professional Knowledge | Self assessment tools.  
Response journal entries.  
Student friendly rubrics.  
Authentic Assessment: Item for school newsletter.  
Task list for group members.  
Student learning guides. |
|------------------------|------------------------|--------------------------------------------------------|

### Using your Portfolio in Interviews

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Standards of Practice</th>
<th>Portfolio Documentation</th>
</tr>
</thead>
</table>
| How will you meet the needs of all students? | Professional Practice  
Commitment to Students and Student Learning  
Professional Knowledge | Tracking sheets of student performance / behaviours.  
Lists of observable characteristics of exceptional learners.  
Learning environment that reflects diversity (Photos of student work). |
| What instructional strategies will you use? | Professional Practice  
Professional Knowledge | Differentiation of instruction and assessment  
Use of higher order thinking skills |
| Tell us about your style of class management. | Commitment to Students and Student Learning  
Professional Knowledge | Statement of Philosophy of Education.  
Potential rules of classroom behaviours.  
Plans/outlines for cooperative learning experiences. |
| How will you assess your students? | Professional Practice | Rubrics, checklists.  
Peer/group assessments.  
Sample recording sheet. |
| **Please share a philosophy of communicating with parents.**  
*How will you encourage parental involvement in their child’s education?* | **Leadership in Learning Communities** | **Sample newsletters. Invitations to parents to participate as volunteers. Sample comments sent in student planner.** |
|---|---|---|
| **How will you contribute to the school / division?** | **Leadership in Learning Communities**  
**Ongoing Professional Learning** | **Letters acknowledging committee work / extra curricular activities during practicum.** |
| **What are your long range plans as a teacher?** | **Ongoing Professional Learning**  
**Leadership in Learning Communities** | **Goals listed.** |
References and Recommended Readings


