

## **What does the portfolio project involve?**

Although professionals such as artists and architects have long used portfolios to highlight their best work, only recently has this strategy become more widespread within educational institutions. As concerns the Québec school system, portfolios are now being used as part of the evaluation process, whether in regard to a particular type of activity (e.g., a writing task), a particular course, or a cycle. More to the point, however, this strategy is being increasingly used within teacher education programs to enable students to document their professional development in the context of their courses and practicums.

With respect to the B-ALS program, you will be involved in a four-year portfolio project with the specific aim of documenting how you are appropriating the 16 professional competencies which guide teacher education programs within the Province of Québec (see Appendix A for an overview). To do so, you will reflect on activities and assignments related to three different contexts: your practicums, your university courses, and ongoing professional development activities you engage in outside of your practicums or coursework. In your reflection, for each activity or assignment, you will explain how it contributes to your appropriation of one or more of the 16 professional competencies. You will also include items such as lesson plans or samples of ESL students' work, so-called traces, which were related to or produced during the carrying out of the targeted activities or assignments.

To finish off this project, you will register in DID-3922 Portfolio Project which takes place in the final semester of your B-ALS

program. Whereas during the prior semesters you will have gathered items and reflected on your development in what can be referred to as the working portfolio, in this course you will create a showcase portfolio. The showcase portfolio will be in the form of a website (referred to as a webfolio). As a webfolio, it can be included as a link on your CV. During a job interview, items taken from your portfolio can at times be referred to underscore your approach to teaching. In DID-3922, amongst other things, you will also be called on to assess the degree to which you have attained the various professional competencies as well as do a presentation in which you focus on your accomplishments.

In order for you to keep track of the items in your working portfolio, you will be doing this project in *GOOGLE CLASSROOMS* during the four years of your B-ALS program. Prior to the start of each practicum, you will be given access to the relevant Google Classroom. Note that Google Classroom uses Google apps including Google docs and folders, which you will be using in your writing courses starting in your first session in the program. Learning how to use Google docs and a Google Classroom is also important for your future career as teachers are increasingly using these tools in school contexts. In order to become more aware of how to write the type of reflections which are required for your portfolio, you will be given practice and obtain feedback in your DID-2919 ESL Pedagogy I course which is concurrent with Practicum 1. A model for doing a good reflection is provided in Appendix B.

## What kinds of items can be included in a portfolio?

With respect to the reflections, the items which can serve as traces can include the following:

- observation notes
- tracking sheets
- lesson plans you created
- feedback on the lesson plans
- forum posts or excerpts from the School Sharing Project
- summative evaluation forms from practicums
- handouts and notes from a PD (pedagogical) day meeting
- samples of your students' work (with names removed)
- assignments from university courses
- teaching materials you developed for a university course but have not tried out
- teaching materials you developed and tried out in a practicum or a course you have taught
- learning and evaluation situations (LES) developed for your coursework or practicums
- reflections related to readings or other assignments (other than those specified as being for the portfolio project)
- action research or case studies related to language learning/ teaching or classroom management
- videos of your teaching or classroom activities (with relevant permissions)

More generally, when considering what activities or assignments to focus on for your portfolio project, it is important to **SELECT CAREFULLY**. The objective is not to include a huge quantity of

reflections and traces but rather to choose carefully and include items which reflect different facets of your development. The question of choice will become more important as you move through the program. Also, as you move through the program, you will see that for certain competencies there may be few or no reflections. These are the competencies you will need to pay closer attention to, especially in years 3 and 4 when you are involved in longer practicums.

## **How will the portfolio be structured?**

As previously mentioned, the B-ALS program portfolio consists of reflections and relevant traces related to three different contexts: your practicums, your university courses, and ongoing professional development activities you engaged in outside of your practicums or coursework. In all instances, reflections must be related to one or more of the 16 professional competencies and include traces from one or more relevant sources. As you will be doing your portfolio in your *Google Classroom*, the traces can be uploaded and hyperlinks inserted at a relevant point within the reflections.

**Practicums.** For each practicum, you will be asked to write reflections based on practicum-related activities or assignments. To prepare for the actual writing up of the reflections, while you are out in your schools, you will need to be vigilant with respect to gathering and saving traces (e.g., lesson plans, samples of students' work). What specifically you need to save will be explained at the start of your practicum.

**University courses.** During a course, an instructor may ask you to do reflections on a given assignment or activity. However, the reflections required for your portfolio are those which you write up specifically for your portfolio project according to the model explained below. For these reflections, you decide for yourself what assignments or activities you wish to focus on. Choose ones which you found of particular interest. During an academic year, you should aim to do three or more course-related reflections (see Appendix C below for details).

**Ongoing professional development (outside of coursework and practicums).** Within the Québec school system, ongoing professional development is strongly encouraged by the Ministry of Education for all teachers. With respect to student teachers, the importance of this is reflected in Competency 9 where you are encouraged to engage in various types of professional development activities both individually and collectively. Although professional development is promoted within the practicums and coursework in various ways (e.g., reflection on your beliefs and experiences, participation in a pedagogical - PD - day during a practicum), you are also being asked to engage in activities to this end outside of your coursework and practicums. Note that for these activities, you must show PERSONAL INITIATIVE as you independently decide on what to include in your portfolio for this section. However, the number of relevant activities you should aim to be involved in for a given academic year is indicated in the evaluation rubric available in Appendix C. Activities can be done during the fall, winter or summer. However, activities done during the summer count for the portfolio of the following academic year (e.g., an activity done following the first year of university counts for the Year 2 portfolio).

Although you may have engaged in interesting extracurricular activities prior to starting the B-ALS program, only those activities done after your official admission to the program are considered for this part of the portfolio project. The objective is for you to continue to engage in professional development during the B-ALS program; activities done prior to starting the B-ALS program can, however, be included on your CV. When doing your reflections, it is important to remember to put the emphasis on explaining HOW the activity is relevant to the development of your professional competencies, not just say what you did or what you observed. Examples of the types of activities which you can engage in along with the type of traces that can be evoked as evidence of involvement are presented in the chart below.

### **ACTIVITY**

### **TRACES**

#### **SPEAQ conference\***

Scanned receipt for the conference. The reflection should focus on ONE of the workshops. Notes should be taken which summarize what was discussed. In addition, any handouts or links to websites should be provided.

#### **SPEAQ on Campus\* (or similar event)\*\***

- attending

Scanned receipt for the conference. The reflection should focus on ONE of the workshops. Notes should be taken which summarize what was discussed. In addition, any handouts or links to websites should be provided.

#### **SPEAQ on Campus**

- committee members or volunteers

Signed attestation.

## ACTIVITY

### APEAL Association

- elected position only

### Tutoring

- ESL, Spanish or other L2
- Any school subject (including tutoring in French)
- English Quebec Reading Council (helping children in English school system)
- Face-to-face ,via email, SKYPE or any other platform

### Peer tutoring in B-ALS program

- This must mean a commitment beyond the normal requirements of a given course. An example could be working as a tutor at the request of the instructor of a Content-based writing course to give extra help to students in the course.

## TRACES

Signed attestation.

Signed attestation including what was tutored, dates (including summer), and number of hours.

Minimum number of hours: 5.

Signed attestations by tutee and/or if relevant, a course instructor. The type of arrangement must be explicitly stated as well as dates of meetings and what specifically focused on.

Minimum number of hours: 5.

## ACTIVITY

### Teaching

- ESL, Spanish or other L2 (classes other than those of a practicum), including summer camps

### Tandem language learning

- Exchanges where you act both as a tutor (your L1 or a language you are at ease in) and as a tutee (the language you wish to learn). Videoconferencing sessions via the ESL-FSL Tandem Canada Platform.

### Work with young people

- Camp counsellor
  - Tour guide
  - Scout leader
  - Dance/ skating/ soccer instructor
  - Music lessons
- In L1 or L2; paid or as a volunteer

## TRACES

Signed attestation including what was taught, dates, and number of hours. Minimum number of hours: 5.

Email from partner confirming the dates and times you met. Recordings on the Tandem Canada platform.

Minimum number of exchanges: 6.

Signed attestation with nature of involvement, dates, number of hours. Minimum number of hours: 5.

## ACTIVITY

## TRACES

### Study abroad

- Université Laval's international program

University transcript. Minimum one complete semester abroad.

### Immersion experiences outside Québec

- Perfecting English or another L2
- Course or work-related activities

Signed attestation. Minimum 4-week stay.

### Publication of an article, story or poem

Copy of item with name of publication and date. Article/story must be 1 page minimum. Items on websites do not count unless a selection process is involved.

### Research participant

- Related to second language teaching/learning or education

Signed attestation by the professor or the graduate student's thesis director. Focus of research, nature of student's involvement should be indicated.

### Other (to be approved)

- Self-study to fulfill specific need or interests outside of

Year 2 students should see *Monica Waterhouse* and Years 1 and 3 students, *Susan Parks*.

## ACTIVITY

## TRACES

regular course requirements.

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\* SPEAQ stands for the Société pour la promotion de l'enseignement de l'anglais langue seconde au Québec and is the provincial organization for ESL teachers. Every year SPEAQ hosts a conference which usually alternates between Lévis and Montreal with special rates for students. In collaboration with the university partners, a day of workshops and presentations is also held at various Québec universities, including Université Laval, during an event referred to as SPEAQ on Campus. At Université Laval, SPEAQ on Campus is normally held on a Saturday in February. It is largely organized by a student committee in collaboration with a university professor and the SPEAQ Association.

\*\* As of fall 2018, the SPEAQ Association decided not to have SPEAQ on Campus events at Université Laval or universities in Montréal when the regular SPEAQ Conference was being offered there. However, students at Université Laval decided to go ahead and organize a similar event at times when the SPEAQ on Campus would not be officially offered. This event was referred to as the ONGOING PROFESSIONAL DEVELOPMENT DAY. When offered, this event also counts for your portfolio project.

## How will the portfolio be evaluated?

Evaluation of your working professional portfolio takes place in two parts: (1) in the context of the practicums, and (2) in the contexts of university courses and ongoing professional development combined.

## 1. Practicums

Portfolio assignments are assigned and evaluated within the context of the given practicum including due dates. The items deposited in your portfolio during your practicum will be evaluated as a percentage of your practicum mark. Details, including the deadline for completing this part of your portfolio, will be provided at the start of each practicum.

## 2. University courses and ongoing professional development combined

The evaluation rubric for the university course-related and ongoing professional development activities (beyond coursework and practicums) is provided in Appendix C. This combined part of the portfolio is due May 5 of each year; if this date falls on a weekend, the portfolio will be due the following Monday. As you will be doing your portfolio in your Google Classroom, the date you submitted (as well as all changes) are automatically archived and permanently available. Details pertaining to the Google Classroom will be discussed in DID-1921 Computer Applications in ESL Teaching I. However, the bottom line is that all items for a given year are together on the same Google doc page.

**IMPORTANT!** If you do not submit these items each year, you place yourself in jeopardy of failing DID-3922 Portfolio Project in your final semester of your program and of being unable to successfully complete your program. This is because these items will count for a total of 45% of the mark when you register in DID-3922 Portfolio Project. Specifically, 15% will be awarded for each of Years 1, 2 and 3. If no items are included in a given year for your portfolio, you will lose 15 points. **YOU WILL NOT BE ALLOWED TO CATCH UP IN FUTURE YEARS.** The portfolio items must be **SUBMITTED ON A YEARLY BASIS AND ON TIME.**

If you have any particular constraints, you should contact Monica Waterhouse (Year 2 students) and Susan Parks (Years 1 and 3 students). If you are doing the B-ALS program on a part-time basis, you should discuss this with Susan Parks or Monica Waterhouse according to your year of study. However, it should be noted that no matter how long you take, only three portfolios (outside of the practicums) must be submitted but this must be done prior to beginning Practicum IV.

## APPENDIX A

### Reference Framework for 16 Professional Competencies: Overview<sup>1</sup>

<b>Deux compétences fondamentales</b> <b>Two foundational competencies</b>	
Compétence 1 <i>Competency 1</i>	Agir comme passeur culturel dans l'exercice de ses fonctions <i>Act as a transmitter of culture in the performance of his/her duties</i>
Compétence 2 <i>Competency 2</i>	Maîtriser la langue d'enseignement <i>Demonstrate proficiency in the language of instruction</i>
<b>Les compétences du champ 1 : des compétences spécialisées au coeur du travail avec les élèves</b> <b>Intervention profile 1 : competencies specific to the work with students</b>	
Compétence 3 <i>Competency 3</i>	Planifier les situations d'enseignement et d'apprentissage <i>Develop teaching/learning situations</i>
Compétence 4 <i>Competency 4</i>	Mettre en œuvre les situations d'enseignement et d'apprentissage <i>Carry out teaching/learning situations</i>
Compétence 5 <i>Competency 5</i>	Organiser le fonctionnement du groupe-classe <i>Organize the functioning of the class group</i>
Compétence 6 <i>Competency 6</i>	Différencier son enseignement <i>Differentiate teaching</i>
Compétence 7 <i>Competency 7</i>	Évaluer les apprentissages <i>Evaluate learning achievements</i>
Compétence 8 <i>Competency 8</i>	Développer le goût d'apprendre <i>Develop a desire for learning</i>

<sup>1</sup> Gouvernement du Québec. Ministère de l'Éducation du Québec (2019). *Référentiel de compétences professionnelles pour la formation du personnel enseignant*. The English translations are not official.

<b>Les compétences du champ 2 : deux compétences à la base du professionnalisme collectif</b> <i>Intervention profile 2 : two competencies related to collective professionalism</i>	
Compétence 9 <i>Competency 9</i>	S'engager activement dans l'équipe-école ou l'équipe-centre <i>Become actively involved in the teaching team or teaching unit</i>
Compétence 10 <i>Competency 10</i>	Coopérer avec les parents et les partenaires éducatifs de la communauté <i>Collaborate with parents and school partners</i>
<b>Les compétences du champ 3 : deux compétences propres au professionnalisme enseignant avec ses responsabilités</b> <i>Intervention profile 3 : two competencies specific to the responsibilities and professionalism of teachers</i>	
Compétence 11 <i>Competency 11</i>	S'engager dans son développement professionnel <i>Engage in professional development</i>
Compétence 12 <i>Competency 12</i>	Contribuer à la vie de la profession <i>Contribute to the teaching profession</i>
<b>Quatre compétences transversales</b> <i>Four cross-curricular competencies</i>	
Compétence 13 <i>Competency 13</i>	S'approprier le numérique <i>Appropriate digital tools</i>
Compétence 14 <i>Competency 14</i>	Agir en professionnel éthique et responsable <i>Demonstrate ethical and responsible behavior</i>
Compétence 15 <i>Competency 15</i>	Agir de manière inclusive dans le respect de la diversité <i>Promote inclusiveness and respect with regard to diversity</i>
Compétence 16 <i>Competency 16</i>	Situer son action éducative dans le contexte socio-écologique contemporain <i>Situate his/her educational initiatives within the contemporary social-ecological context</i>

## APPENDIX B

### MODEL FOR HOW TO WRITE A REFLECTION

#### UNIVERSITY COURSE

Language Acquisition - Research Project - Dyslexia in Second Language Learning

In the Language Acquisition course, I had to do a research project. We could choose any topic we wanted. A secondary student that I was helping with her English homework inspired me. She is dyslexic, and so I decided to do a research project that would be related to dyslexic students and second language learning. Through that project, I developed Competency 7. I wanted to see if the way the vocabulary was presented to the dyslexic students had an influence on their understanding of the words. As you can see in the research project paper ([link to trace](#)), I created three lists of vocabulary that each presented five words in different ways: a document with English definitions, a video and oral translations. I think that, as a teacher, I will have to help students with different learning difficulties. I want to have as many tools as I can to help them succeed. Dyslexic students already have many challenges in their L1, and I can understand that some of them become demotivated in their L2. We study many strategies to help students with no learning disabilities, but it is also important to be aware of other strategies or methods that can help poorer students. I was not satisfied with my research project results, but I still learned from the literature review and from my experience and I will certainly use this knowledge in my future career. For example, I extended my knowledge on dyslexia, on the previous research and on the different areas that cause more problems to learning disabilities students.

(Stéfany Pelletier – By permission)

**Commenté [SP1]:** Heading – indicates the university course and activity involved.

**Commenté [SP2]:** Relevant competency identified. The writer will explain how the activity contributed to the development of this specific competency. (NB In the new version of the professional competencies, Competency 7 would be Competency 6 Differentiate teaching.)

**Commenté [SP3]:** Hyperlink embedded in the reflection at a relevant point. Specific reference to the trace.

**Commenté [SP4]:** Contextualized comments. The reader readily understands what the assignment involved.

**Commenté [SP5]:** The writer explains how this activity is personally meaningful to her/him in terms of the targeted competency.

## APPENDIX C

### EVALUATION RUBRIC FOR UNIVERSITY COURSES AND ONGOING PROFESSIONAL DEVELOPMENT ACTIVITIES

	Performance levels and descriptors				
Criteria	A	B	C	D	E
	Exceeds expectations (excellent)  (15-14 points)	Meets expectations (satisfactory)  (13-12 points)	Acceptable but needs improvement  (11-10 points)	Does not meet all expectations  (9 points)	Serious difficulties or incomplete  (8-0 points)
<b>Reflections – university courses</b>  • <b>Quality</b>	Same as B range but very substantive; references to published sources for each reflection.	Explicit explanations of how the activity contributes to personal development of targeted professional competencies. Links with the assignment, including appended traces; as relevant, implications for teaching practice (practicums). At least 1 within-text reference to a published source (e.g., course readings); complete reference provided at end of reflection (APA style). Hyperlinks to traces embedded at a relevant point in reflection. Minimum 200 words per reflection.	Same as B range but quality of reflection varies somewhat.	Reflections generally superficial; tendency to describe or make generalizations but not analyze or make substantive links to activity; may not include any specific references to traces or to published sources.	Reflections very superficial. Difficult to see how the activities engaged in were personally meaningful to the student teacher.
• <b>Quantity</b>	3 or more reflections from at least 3 different courses	3 reflections from at least 2 different courses	2 reflections from 2 different courses	2 reflections from the same course	0-1 reflections

