

Superior-Greenstone District School Board

The Professional Portfolio for Aspiring Leaders

Thousands of simple words that imply a lifetime of investigation. Throughout the ages philosophers and scholars emphasized the importance of self-knowledge as an outcome of learning.

Brown 2002

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1. Introduction

Evaluation reports
360° reports (if available)

NOTE: Portfolios or parts of a portfolio can take different forms - paper, video, powerpoint, digital or other technological formats.

The following is a list of some general strategies on developing a portfolio:

Start as early as possible.

Plan well and systematically collect data.

Develop a good filing system.

Regularly sort through, organize, and update information.

Involve others as consultants and contributors.

5. What is the difference between the Professional Portfolio and The Interview Portfolio?

The Professional Portfolio is a document that contains many of the original artifacts and extends over a considerable period of time. It is likely a rather massive document.

The Interview Portfolio is designed specifically for a promotion interview. The following sets out the required contents:

The Interview Portfolio

- | | |
|-------------------|---|
| Section 1: | Covering Page
Philosophy of Education (1 page summary) |
| Section 2: | Related documents:
Resume
OCT/PQP Qualifications
Other |
| Section 3: | Emotional Intelligence S(s)JTEB-DC BF7 11.0 Tf1 4(t)io5lated o: |

Section 8:

3 Letters of Reference:

Area Superintendent

Immediate supervisor (principal or vice-principal)

Other to act as character reference (e.g. colleague)

6. What do I present during an interview?

Is this person ready for the key leadership role? Beyond the specific direction provided by the selection committee, the candidate must identify the items from the Interview Portfolio that will be presented. In particular, candidates need to describe specific leadership activities with clear evidence to support the initial selection of the initiative, the development of the plan, the analysis of the outcomes, and the assessment of their leadership.

7. References

Brown, Judith. (2003) Know Thyself: The Impact of Portfolio Development on Adult Learning. *Adult Education Quarterly*, 52(3),228-246. Professional Development Collection.

Edgerton, R., Hutchings, P., & Quinlan, K.(1991). The teaching portfolio: Capturing the scholarship of teaching. Washington, DC: American Association for Higher Education.

Kaplan, M. (1998). The teaching portfolio. CRLT Occasional Paper No. 11, 1-8

Lang, J. & Bain, K. The Teaching Portfolio (2nd ed) Bolton: MA, Anker Publ Inc (1998)

Portfolios: A means for documenting professional development. *Journal of Staff, Program, & Organization Development*, 16(1), 21-37

8. Resources for You:

Paulsen, F. Paulsen P, Meyer, C. (1991). *What makes a portfolio a portfolio?* *Educational Leadership* 48(5), 60-63

Portfoliomaker.ca

www.execulink.com/~osstf11/portfolios.htm (Thames Valley)

get2work.borderlink.org/page.php?book=yp

www2.scholastic.com/browse/article.jsp?id=4148

www.mcgill.ca/edu-e3ftoption/portfolios/