



**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

INSTITUTE OF EDUCATIONAL RESEARCH

**THE PRACTICES OF TEACHING PORTFOLIO IN
PROFESSIONAL DEVELOPMENT IN SOME SELECTED
SECOND CYCLE PRIMARY SCHOOLS OF ADDIS ABABA**

**BY
GENET TEKLE**

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**JUNE, 2009
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*A thesis submitted to the school of graduate studies
of Addis Ababa University in partial fulfillment of the
requirements for the degree of Master of Arts in
Educational Research and Development*

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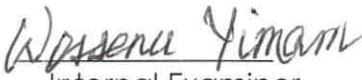
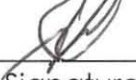
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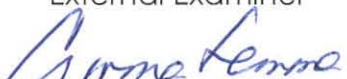

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Acronyms/ Abbreviations

AAHE	American Association for Higher Education
CETaL	Center for Effective Teaching and Learning
CPD	Continuous Professional Development
CV	Curriculum Vitae
MoE	Ministry of Education
NIED	National Institute for Educational Development
OERI	Office of Educational Research and Improvement
TDP	Teacher Development Programme
TESO	Teacher Education System Overhaul
TLang	Teaching Language
TSS	Teaching social studies
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

The main purpose of this study was to assess the practices of teaching portfolios in professional development of second cycle primary schools of Addis Ababa. Portfolios have received a great deal attention in educational process these days as they can document teachers' participations in CPD and quality improvements in the class room. However, their importance is realized only when portfolios are effectively and properly developed. Teaching portfolio is a recent innovation in Ethiopia and it needs to be assessed how it has been managed at school level. To accomplish the purpose, the descriptive survey method was used. Data were generated through questionnaire from 84 teachers in six schools at six sub-cities, through interviews with 3 kebele education team leaders, 3 sub-cities education authorities, 3 principals and 3 vice principals, by focus group discussion with 8 key teachers and also from document analysis. The data obtained were described quantitatively and qualitatively with the help of the available literatures in the study. The data obtained through these instruments have been analyzed and interpreted using percentages, chi-square and descriptive statements. The findings indicated that inadequate training, insufficient knowledge of key teachers, lack of support and motivation and lack of follow-up activities from the relevant educational authorities and lack of commitment and initiative on part of the teachers have affected teachers in using portfolios for the improvement of class room instruction. Due to major limitations mentioned above, the participants lacked abilities and knowledge to reflect on their plans, were unable to show the process of learning activities and the evidences in changing their practices and students' performance in their portfolios, lacked ability to identify the purposes of assessment and evaluation methods to assess the progress of students as well as teachers and were unable to use the feedbacks provided to teachers for the contribution of enhanced learning. These were the major problems of teachers observed in this study. Therefore, it is apparent that the practices of portfolios have very little contribution in enhancing the CPD activities and quality of education. No teaching methods and different activities had been observed in their portfolios which led the students to think critically and solve problems. This could be an impact in achieving the desired goals indicated in the current Education and Training Policy. In order to alleviate such problems, intensive training on portfolio, motivation, close supervision, clear guidance and support should be provided from the concerned relevant education officials and teachers must feel ownership on portfolios use to ensure the successful implementation of portfolio.

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

As the teacher is a central element in the educational process, a pre-requisite of improving quality of education is to strengthen the teaching profession. With regard to this, Kirk (2000) stated that the quality of any educational service depends pre-eminently on the quality of its teachers. Kirk went on saying the following to confirm his idea:

The more education is seen as the key to economic prosperity, to the well-being of the community, and to all kinds of individual and human flourishing, the more vital is to ensure that teachers are of the highest quality and have the expertise, resourcefulness and commitment that will enable them to discharge ever more demanding responsibilities (p.66).

Here, it is clear that the teacher is the major determinant of success of any educational system and in fact the upgrading and improvement of teachers' knowledge and competence is the priority.

In this modern society, the school or staff which does not change or grow becomes out of date and finally it becomes burden rather than serve the communities (Day, 1981). Therefore, professional development must continue throughout a teacher's career if he/she is to keep up with changing conditions and new knowledge. Concerning this, Rubin (1974) explained that if a teacher prepares to teach by spending certain years at a training institution, he/she learns something about the theory of education and few about the art and science of teaching. If the teacher who has not studied

during the past five years he/she is no longer master of his/her subject and may fill the students with misconceptions because his/her skills would become out dated within a very short time. From this, one can learn that improving the quality of instruction may rest not only in the training of new teachers but also in the continuous upgrading of the teachers already at work. Teachers are best developed after they are in-service rather than before, and as Kirk (2000) said, the aims of curriculum renewal and reform are unrealizable without modifications to teachers' practices.

The comprehensive policy is, therefore, needed to ensure that teacher education is re-organized as a continuous co-ordinate process which begins with pre-service preparation and continues throughout the teacher's professional career. In this regard, Greenland (1983 cited in Daniel and Desalegn, 1966) said that in such a system, pre- service and in-service training should be integrated, fostering the life-long learning and the need for recurrent education.

In Ethiopia, the quality of education has been declining since the early 1980s. Among the various reasons, the shortage of trained and qualified teachers is the major one. The key problem of the failure of the Ethiopian educational system to meet the desired standards has been and remains the low performance of teachers, which in turn related to poor quality of education (MoE, 2002).

Facing with the problem of untrained and unqualified teachers, the current government has already embarked on reform of the 1994 Education and Training Policy to improve educational quality, relevance, efficiency, equity and accessibility to education. The government has been trying to accomplish in terms of coverage but the poor quality of education is still unchanged. Although, the government is addressing the issue of the importance of teachers, Daniel and Desalegn (1996) were suspicious about providing appropriate training along with the desirable incentives and motivation. It was also indicated by the same researchers that the quality of education is far below the standard required. Hence, education is far from achieving the ultimate goals of individual and social development.

Again, a new learning process in schools has been introduced to improve teachers' practice and their working condition in the intention of raising the quality of education through teachers' professional training. The current government has developed the General Education Quality Improvement Packages in order to enhance educational quality. Among them, Teacher Development Program is one of the major quality improvement pillars which has been already implemented in school in attempt to increase teachers' knowledge, skills and attitudes and to devise supporting mechanisms that enable teachers to use creative skills and problem solving methods (MoE, 2007 b). The Ethiopian government has grown concern for the need of teachers' development to be continuous from initial training throughout their careers.

CPD incorporates the concepts of education, training and support within a portfolio of activities engaged in by teachers following on from initial teacher certification with the aims of adding to their professional knowledge; improving their professional skills; clarifying their professional values; and enabling their students to be educated more effectively. It is essential to develop the teacher's professional of knowledge, understanding and skills so as to improve the quality of teaching and learning in classroom (Bolam, 1982a; 1993 cited in Glover and Law, 1996).

In Ethiopian governmental and public schools, a new strategy is designed in a way that all those engaged in CPD activities should submit portfolios which can be used as performance indicator or evidence. Therefore, teachers have started producing portfolios for the improvement of teaching and learning since 2008(2000E.C). On top of that, one of the major aims of the Teacher Development Program is to encourage teachers to take greater responsibility for continuing to develop their teaching skills and expertise in CPD and this must be recorded in a teaching portfolio. Like other professionals, teachers need evidence of their growth and achievement over time and building a portfolio is used as a mechanism for ensuring continuous professional development.

The overall objective of teaching portfolio is to improve the quality of education and to ensure students' learning competencies. If it is developed and used adequately, the portfolio can highlight the teaching knowledge, skills and values of teachers. Therefore, this study attempts to assess teachers'

perceptions towards portfolios, how teachers produce and use portfolios, teachers' reflection on their work using portfolios, the benefits gained in developing portfolios, portfolio use for evaluation, factors that affect and facilitate the implementation of portfolios of second cycle primary school teachers in six selected schools in Addis Ababa.

1.2 Statement of the Problem

Whatever the education situation and needs in a country, access to quality teaching and learning must be pre-eminent concern. There is little point in expanding access unless there is reasonable quality. However, the school quality has not kept pace with enrollment increases and an increasing number of children especially poor children and those living in rural areas are being educated in low quality schools in developing countries. As a result, there are grade repetition and low academic outcomes (UNESCO, 2006). Ethiopia has also experienced the problems of poor quality education; poor achievement of students and poor performance of teachers.

The current government has embarked on the implementation of CPD activities to upgrade and update teachers' knowledge, skills and values to alleviate the mentioned problems. Teachers are also required to develop portfolios at school level throughout Ethiopia in order to strengthen the on-job training since 2008 (2000 E.C). An educational policy is needed to highlight the importance quality teaching where teachers have the opportunity for regularly upgrading their skills using portfolios to maintain mastery of their

subject area. Developing a portfolio in professional development activities has been shown to have a significant positive impact on teachers' beliefs and practices, students' learning and on the implementation of educational reforms.

However, some studies indicated that the CPD activities in Ethiopia are too inadequate and unrelated to the needs of teachers. In relation to this, Haileselassie (2004) stated that the status of CPD was quite low and there was a problem of building properly planned and continuous practices in the program. The findings of Yehunie (2008) also indicated that the assistance given to teachers was very low and there was hardly any follow up system in CPD programme. Unless teachers get involved in the process of CPD to make effective educational improvements, they are not sure how to use portfolios.

On top of this, when the researcher discussed about portfolio with some of school principals and vice principals, they told her that they themselves have found difficulty and were in confusion in how to guide and support teachers in the development of portfolios. As a result, very few teachers have been trying to compile portfolios inadequately. Thus, there is little reason to expect any change or improvement in educational practices.

If education is to improve, there will be a need for innovation which frequently requires teachers to change attitudes and roles. It is the implementation rather than the creation which presents certain difficulties and problems (Nicholls, 1983).

Creating a professional portfolio involves considerable effort so every teacher should have something to showcase in the first place; careful planning; thorough record keeping; careful selections of items to include; showing creativity. To do this, one should engage in CPD activities to know how to develop portfolios.

Since developing portfolio has started in Ethiopian schools recently, its implementation will be faced with many challenges. Therefore, it should be investigated to look at how it has been managed. In line with this, the study tries to find out teachers' attitudes towards portfolios, the practices of teaching portfolios and see if there is any change in students' and teachers' performance, portfolio use for evaluation, the difficulties teachers face while creating them and find the possible solutions to alleviate the problems. Therefore, the aim of this study is to address the following guiding questions.

1. How do teachers perceive the requirement of using portfolios in teaching and learning?
2. How knowledgeable are teachers in using teaching portfolios?
3. How do teachers judge their plan of work in portfolios, of their successes and failures?
4. What are the evidences shown in improving the quality of pupils' learning and the standards they are achieving in creating portfolios?
5. What are the benefits gained in improving the evaluation of teachers and the assessment of students in using portfolios?

6. What are the conditions that facilitate/constrain the successful implementation of teaching portfolios?

1.3 Objectives of the study

The study focuses on assessing the practices of teaching portfolio in professional development of second cycle primary school teachers in Addis Ababa. Specifically, it attempts:

- To find out how teachers perceive the requirement of using portfolios in teaching and learning;
- To assess how knowledgeable teachers are in using teaching portfolios;
- To explore how teachers judge their plan of work in portfolios, of their successes and failures;
- To investigate the evidences shown in improving the quality of pupils' learning and the standards they are achieving in creating portfolios;
- To identify the benefits gained in improving the evaluation of teachers and the assessment of students in using portfolios;
- To identify the conditions those facilitate/constrain the successful implementation of portfolios.

1.4 Significance of the Study

It is hoped that the study may have some benefits in particular to the following identified people.

Policy/decision makers: The study may influence them to intervene and bring solutions to the observed problems.

Sub-city/kebele education experts: It may help them know exactly how much of the intended goals have been accomplished. This might assist them to improve the implementation of the program.

School principals: They may recognize their responsibilities in encouraging, supporting and providing for the development of teaching portfolio and it might provide the necessary guidelines and strategies that enhance the teaching portfolio project.

Teachers: it may guide them on how to create teaching portfolio and how to solve the difficulties they face.

Researchers: It can serve as a reference to conduct in-depth research at every educational level.

1.5 Scope of the Study

A boundary was marked on what to be included in the study because focusing on a single case helps to examine the problem thoroughly instead of raising two or three different subjects in a study. Therefore, it was delimited to the following conditions.

- ✚ Even if teachers in every school system have been developing portfolios throughout Ethiopia since 2008 (2000E.C), this study was confined to 84 second cycle primary school teachers in six randomly selected governmental schools in Addis Ababa city Administration.
- ✚ A student or a teacher portfolio can be developed for the improvement of quality education. However, this study focuses only on teaching portfolio in professional development as teachers are the primary implementers of changes.

1.6 Limitations of the Study

Lack of relevant research findings related to teaching portfolio in professional development based on the Ethiopian context forced the researcher to depend on developed countries experiences. Besides this, the teaching portfolio has been a recent innovation. Therefore, the shortage of up-to-date literatures has had also a negative impact in obtaining recent information.

1.7 Definition of Terms/Phrases

Classroom-based performance: Demonstrating an understanding or skills in the classroom (Du Plessis et al., 2003).

Feedback: Giving information about learners' performance or products back to the learners. Telling a student how he or she is progressing (Du Plessis et al., 2003).

Innovation: A deliberate attempt to improve practice in relation to certain desired objectives (Nicholls, 1983).

Metacognition: Knowledge about own thinking and the factors that influence one's thinking (Encarta Dictionaries).

Performance assessment: Assessment where a student has to demonstrate his or her level of knowledge and skill (Du Plessis et al., 2003).

Second cycle primary: Includes grade 5-8 in primary level (MoE, 2007 b).

1.8 Organization of the Study

This research work has five chapters. The first chapter begins with the introductory part of the study. It looks the background of the study, the rational of this study, why it is significant, the scope of the study and the limitations including the definition of terms. In the second chapter, the review of related literature focusing on the issues of teaching portfolio is described to substantiate the results of the discussion. In the third chapter, methods of the study are presented in details. The fourth chapter deals with the analysis and interpretation of the collected data .Based on the findings, the last chapter presents the summary and the conclusion part of the study. And finally, possible recommendation is forwarded.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

The literatures regarding to teaching portfolio are described in details in this chapter. The chapter is organized into some categories and each deals with the relevant issues which give facts to support the findings.

2.1 The Concept of Portfolio

Portfolios, as collections of work, have been used for centuries in the fields of art and architecture (Angelo and Cross, 1993; Tucker et al., 2002). Painters, photographers, architects and graphic artists as well as orthodontists, plastic surgeons and fashion models submit and select samples of their work to potential employers, admission committees, galleries and foundations. Fiction writers, poets, composers and journalists also use portfolios to represent the quality of their work (Angelo and Cross, 1993; Kubiszyn and Borich, 2003). In fact, a portfolio is their way of showing what they can really do. According to Campbell et al. (1997), a file, folder, box or any durable and expandable container can serve as a portfolio. It is also possible to store all information of portfolio in a computer.

By the early 1990s there was an increasing interest in keeping Portfolios by teachers for a number of reasons. If portfolios are considered as purposeful collection work of analysis and reflection, they are, however, a relatively recent development (Tucker et al., 2002). Many Scholars have provided various definitions about teaching portfolios. Campbell et al. (1997) viewed portfolio as "an organized, goal- driven documentation of professional growth and

achieved competence in the complex act called teaching" (p.3). It is tangible evidence of the wide range of knowledge, dispositions and skills that are possessed as a growing professional.

Doolittle (1994), on his part, defined the teaching portfolio as a collection of work produced by a teacher. Just as an artist uses a portfolio of collected works to illustrate his or her talents, a teacher portfolio is designed to demonstrate the teacher's talents.

"The Teaching Portfolio is also best thought of as a documented statement of a member's teaching responsibilities, philosophy, goals and accomplishments as a teacher. It is a flexible document, and can be used in a number of ways" (Center for Teaching Advancement and Assessment Research, n.d).

Meisels et al. (2002) also referred portfolio, "as it is a purposeful collection of children's work that illustrates children's efforts, progress and achievements. These collections are intended to display the individual nature and quality of children's work and their progress over time." (p.5) Concrete representations of children's understanding and thinking provide information about how they have responded to the instruction, what they have or have not learned. This information, in turn, guides further instruction. Thus, the work that children complete informs both instruction and assessment (Darling-Hammond, Ancess and Falk, 1995 cited in Meisels et al., 2002).

Some people like Kubiszyn and Borich (2003) identified Portfolio as "a planned collection of learner's achievement that documents what a student has

accomplished and the steps taken to get there. The collection represents a collaborative effort among teacher and learner, to decide on a portfolio's purpose, content and evaluation criteria." (p174) Portfolios support cooperative teaming by offering an opportunity for students and teachers to share and comment on each other's work. Others like Hall (cited in Kydd et al. 1997) defined a professional development portfolio as "A collection of materials made by professional that records and reflects on key events and processes in that professional's career." (p.171) Portfolios encourage teachers to think about teaching and learning in differentiated ways. Examining a portfolio makes it clear that changes in the quality of a child's work over time can serve as evidence of learning. In short, the use of portfolios and the work they include reflect teachers' understanding of the value and importance of ongoing, focused and systematic documentation of children's learning. Portfolios are useful as a support to new instructional approaches that emphasize the student's role in constructing knowledge and the teacher's role in promoting this process (Meisels et al., 2002).

Despite various definitions of portfolios, some factors are identified that portfolios have in common. As Tucker et al. (2002) stated clearly, "The ultimate goal of portfolios is to clarify, analysis and improve the relationship between the teacher's instructional efforts and the students' learning." (p.3)

2.2 Types of Portfolios

There are different types of portfolios that teachers might prepare. These include the course portfolio, the professional (scholar) portfolio, and the teaching portfolio (American Association for Higher Education, 2005).

A course portfolio includes information specific to a particular course. Such a portfolio would include syllabi, course materials, sample assignments, and an explanation for the rationale behind the assignments, and how the teaching methods and the course materials help students learn.

A professional portfolio is a collection of documents that teachers might submit as they go through the promotion and tenure process. This type of portfolio would include all of teaching work as a scholar, including their research progress, teaching experience and accomplishments, as well as their record of academic service.

A teaching portfolio describes and documents multiple aspects of teaching ability. These are divided into two basic types.

- A summative portfolio is created for the purpose of applying for an academic job or for promotion and tenure.
- A formative portfolio is created for the purpose of personal and professional development.

Because teaching experience changes as teachers' careers progress, it is a good idea to periodically update teaching portfolio(s) in order to keep current

with their progress, and to give themselves a regular opportunity to reflect on their teaching.

2.3 The Need for Portfolio

In the past several years, portfolios have gained increasing support for their use with students, teachers and school administrations. Portfolios are used in a variety of settings for a variety of purposes. School administrators use portfolios to document the achievement of teachers' core competences for licensure, selection and promotion. They also compile evidence to showcase leadership abilities and document their progress in meeting strategic goals. School leaders' portfolios can be used as a means to evaluate the skills and knowledge of principals. Graduates are using portfolios to capture their formal training and their accomplishments as beginning professionals for job interviews. Individual school systems are using portfolios as required or as optional component of their evaluation processes and individual teachers are developing portfolios for their own professional development or for certification. Teacher portfolios serve for many reasons, including recognition of the complex nature of teaching, encouragement of self- reflection and facilitation of collaborative interaction with colleagues and supervisors. Portfolios can also be used to assess teachers at any development stage (e.g., pre-service, novice, master, and nationally-reorganized) (Tucker et al., 2002).

In building portfolios, students exhibit their work as teachers do. They are expected to collect items that best represent their accomplishments, their

learning, or their work; to reflect upon these items and their connections; to design a portfolio that showcases the best selections of this work and to compile the portfolio to show to audiences (Office of Educational Research and improvement, 1993).

Portfolios which have various names like professional development portfolio, professional development file and personal development folders can also measure growth and development of competence. In relation to this, Kubiszyn and Borich (2003) described the following:

Portfolios measure the areas such as knowledge construction (e.g., knowledge organization), cognitive strategies (analysis, interpretation, planning, organization and revising), procedures skills (e.g., clear communication, editing, drawing and speaking) and metacognition (e.g., self-monitoring and self reflection), as well as certain habits of mind-such as flexibility, adaptability, acceptance of criticism, persistence, collaboration and desire for mastery (p.189).

In general, the teaching portfolio can serve ^{or} many purposes, some of which include the following:

- reflecting on the goals as teacher;
- assessing ~~a~~ the teaching strengths and areas which need improvement;
- documenting the progress as a teacher;
- generating ideas for future teaching/course development;
- identifying the personal teaching style;
- using elements of the portfolio to promote dialogue with fellow teachers;
- considering new ways of gathering student feedback;
- gathering detailed data to support your goals; and

- collecting multiple sources of evidence that document the implementation of your teaching goals and their success (AAHE, 2005).

2.4 Organization of Portfolios

Concerning on how to develop portfolios, Campbell et al. (1997) suggested that teachers should organize them around a set of goals they are trying to achieve. One of the purposes of organizing portfolio is to demonstrate to others that teachers are achieving success in meeting standards set for excellence in the teaching profession. There is no one standard way to organize a portfolio, but to be effective it must have a system of organization that is understandable and meaningful to the teacher and other educators. As Campbell et al. (1997) described, "Standards are all attempts to reflect the knowledge, skills and dispositions that define excellent teachers and therefore, are goals for a teacher to achieve and artifacts will also be selectively placed within each of the standards."

The following standards are models for beginning teachers' licensing forwarded by Interstate New Teacher Assessment and Support Consortium (Campbell et al., 1997).

1. Knowledge of Subject Matter

The teacher understands the central concepts, tools of inquiry and structure of the discipline(s) he or she teaches and can create learning experiences that make the subject matter meaningful for students.

2. Knowledge of Human Development and Learning

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social and personal development.

3. Adapting Instruction for Individual Needs

The teacher understands how students differ in their development and approaches to learning and creates instructional opportunities to meet diverse learners.

4. Multiple Instructional Strategies

The teacher understands and uses a variety of instructional strategies and models to encourage students' development of critical thinking, problem solving and performance skills.

5. Classroom Motivation and Management Skills

The teacher uses an understanding of individual and group motivation and behaviour to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

6. Communication Skills

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the classroom.

7. Instructional Planning Skills

The teacher plans instruction based on knowledge of subject matter, students, the community and curriculum goals.

8. Assessment of Student Learning

The teacher understands and uses formal and informal assessment strategies to ensure the continuous intellectual, social and physical development of the learner.

9. Professional Commitment and Responsibility

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and teaching practices on others (students, parents and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. Partnerships

The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students' learning and well-being.

It is apparent that engaging in the development of a portfolio organized around a set of goals or standards will greatly facilitate teachers' growth and achievement in the goals identified and the role of establishing standards for teaching is to encourage the development of highly qualified teachers and to advance the status of teaching profession.

2.5 Format of Effective Portfolios

The format of a portfolio varies considerably. An effective portfolio should be well documented and organized. AAHE (2005) suggested that a teaching portfolio should be structured, representative, and selective.

± **Structured**

A structured portfolio should be organized, complete, and creative in its presentation. Some questions might be asked like, is the portfolio neat? Are the contents displayed in an organized way? Are the contents representatives for the purpose that it is intended? Is the portfolio clear, concise, easily accessible and meets the relevant criteria for skill development.

The portfolio describes and documents the abilities of a unique individual, and therefore, no two teaching portfolios look alike. A portfolio can include a number of different types of documents, and which teachers choose to include will depend on the type of teaching they are selected, their academic discipline, the purpose for creating one, and the intended audience. Depending on one's aim, the contents of a teaching portfolio might include any of the following materials or artifacts:

I. Background Information

- Updated resume.
- Background information on teacher and teaching context.
- Educational philosophy and teaching goals.

II. Teaching Artifacts and Reflections Documented Extended Teaching Activities

- *Summary of the roles and responsibilities one has adopted as an expression of those goals.

- Summary of teaching methods, strategies and teaching environments employed towards meeting those goals.
- *Feedback/evidence from students.
- *Feedback/evidence from peers.
- Feedback/evidence from others (administrators, alumni, etc.).
- * Reflection on feedback, including self-reflection.
- Documentation of improvement towards one's stated goals.
- Student work examples.
- Samples of work or products of teaching (from syllabi or videotapes to papers published by students), interpreted and analyzed to show student learning or aspects of the learning environment.
- Habits of self-assessment and improvement.
- Personal goals or objectives for the next several years.

III. Professional Information

- Evidence and discussion of professional development, including professional education-related activities, teaching-related service, research, innovation, publications and grants.
- Recognition of teaching achievements, including awards, published papers and invited presentations.
- An index to further evidence or archive of materials (Center for Effective Teaching and Learning, n.d).

Note that elements denoted by a star (*) are considered here as the core of an effective portfolio.

Developing professional portfolio has to be started by clarifying its purpose. The starting point for anyone assessing his or her teaching through a portfolio is to characterize its ends in a statement of teaching philosophy. It requires formulating one's values and belief system that drive to decisions about teaching and learning. By considering educational philosophy fully, teaching becomes grounded in a purpose deeper than what might be described, more plainly, as one's teaching responsibilities.

Selecting a topic for professional development is also the major task in the portfolio development process. The decision of the selection needs to be based on the implementation of the idea or strategy that could help to meet the student's as well as the schools needs (CETaL, n.d).

✦ **Representative**

In addition to attending to structure, the documentation should represent the scope of one's work. It should be representative across courses and time. Some questions for you think about might be: Does my portfolio portray the types and levels of courses that I have taught? Does my portfolio display a cross-section of my work in teaching?

✦ **Selective**

Anyone who is preparing a portfolio wants to document everything. However, if a portfolio is being used either for summative or formative purposes, careful attention should be given to conciseness and selectivity in order to

appropriately document one's work. Materials which are relevant to the skills or criteria being addressed should be included whatever format it may take. Seldin (1997, quoted in AAHE, 2005) suggested that limiting the contents of a portfolio to ten pages is advisable. It was also suggested that keeping the purpose in mind by limiting the contents of a portfolio to what is required is necessary.

2.6 Who is the Audience for Portfolio?

Information contained in portfolio will be reviewed by individuals who will be assessing teachers' performance and measuring accountability. Teaching portfolio is expected to be reviewed by superintendents, principals, and teachers and in some cases even school board members. As teachers begin their job, their portfolio is helpful for mentors, in-service education coordinators and other colleagues. A portfolio is relied on ongoing career development or making promotion decisions. It is also used to facilitate licensing by professional organizations and the government (Campbell et al., 1977).

2.7 The Concept of CPD

Before describing how portfolios can be tools for facilitating professional development, it is essential to clarify the concepts of Continuous Professional Development (CPD). The educational environment is constantly changing, new methods are developed and new ideas are introduced. Schools are constantly trying to achieve for improving the quality of education. They tried to improve students' performance through enhancing the competence of teachers. One way of improving performance of teachers is through continuous professional

development. Due to this reason, The CPD programs of teachers are recognized as one of the key factors that contributes to the improvement of quality education. It can also be defined as a lifelong learning that is initiated in teacher education institutions, refined in the teaching experience through professional development. Thus, teachers should go through on-going and systematic professional development programs so that they can build their professional skills and demonstrate improved performance. Moreover, CPD has been found to be the most effective process and system of learning, experiencing and sharing throughout a teacher's career (MoE, 2004).

Professional development, according to Villagas-Reimers (2003 cited in Addisu, 2006), is characterized by the following features.

- It is based on construction rather than on a transmission oriented- model.
- It is perceived as a long term process as it acknowledges the fact that teachers learn over time.
- It is perceived as a process that takes place within a particular context.
- A teacher is conceived as a reflective practitioner.
- It is perceived as a collaborative process.

Research evidence has shown that professional development that is based on these features has an impact on teacher's beliefs and behavior.

Teachers like other skilled workers, benefit from on-the job training, which is commonly referred as CPD. Relevant activities can include: improving teachers' general education background, as well as their knowledge and understanding of the subjects they teach; instruction on how children learn different subjects;

developing practical skills and competences; learning new teaching strategies and how to use new technologies; improved professionalism and ethics; in addition to providing knowledge and skills linked to the ever- changing needs of dynamic society (Perraton et al., cited in UNESCO, 2006).

✓ The Royal Institute of Chartered Surveyors (2007) defined CPD in a much more detailed manner by explaining each word as follows:

- ❖ It is Continuing because learning never ceases, regardless of age or seniority;
- ❖ It is Professional because it is focused on professional competence in a professional role; and
- ❖ It is concerned with Development because its goal is to improve personal performance and enhance career progression, which arguably is much wider than just formal training courses.

CPD is also defined in TESO handbook (2004 cited in Kassahun and Desta, 2007) as a "comprehensive continuous process which deals with a variety of professional growth opportunities like pre-service, in-service, staff development and so on" (p.1). The major objective of the in-service teacher education program is to up-grade untrained/under qualified teachers to the levels at which they are assigned to update teachers in the field on the changes taking place in the current education of the country.

CPD includes certain programs or activities which improve teachers' knowledge, understanding and teaching practice on a continuing basis. Bolam

(1982a; 1993, quoted in Glover and Law, 1996) showed that CPD embodies three components.

- ✓ 1. Professional training: short courses, conferences and workshops, largely focused on practice and skills;
2. Professional education: longer courses and/ or secondments, focused on theory and research-based knowledge; and
3. Professional support: job-embedded arrangements/ procedures.

It also includes informal experiences such as reading professional publications, watching television documentaries etc.

CPD has much to offer to teaching profession. Therefore, teachers have to engage in relevant professional development activities which articulate with initial teacher education and extend throughout their careers. The teacher should be at the centre of the CPD process, taking responsibility for reflecting on the different activities and identifying development needs so as to improve and update their skills continuously.

2.8 Teacher Portfolios as useful Means for Professional Development

Portfolios are used as relevant tools for enhancing professional development as they can document evidence of teachers' participation in professional development, activities completed based on the courses, observation records of their progress and quality improvements in the classroom (MoE, 2004).

The professional portfolio is a vehicle for collecting and presenting the evidence. As Turner and Bash (1999) stated, a system of professional portfolios will enable teachers to:

- a. demonstrate by recording attendance at courses and conferences and training days, that they are continuing their professional development;
- b. develop an awareness of their own and the school's needs and by further studying and reflecting to improve both their own performance, the institution's effectiveness and the quality of children's learning. A portfolio provides teachers and students with a powerful tool for demonstrating growth over time and the quality of the document is a reflection of the importance of the person's professional development.

To facilitate the presentation of evidence, teachers should maintain personal portfolios in which they may write their reflections on their learning experiences arising from the CPD program activities and portfolios form the major connecting or linking device for the 'continuous' part of CPD. If they are implemented well, portfolios can ensure that the focus and content of assessment are aligned with important learning goals.

2.9 The Reflective Practice

Reflection is a term we frequently hear in various areas of life and teaching is not an exception. The common meanings of reflection and how reflection is related to the ways of improving learning and professional practices will be described in detail in the following sub-section.

The following words can be apparently be synonymous with reflection-reasoning, thinking, reviewing, problem solving, inquiry, reflective judgment, reflective thinking, critical reflection and reflective practice (Kitchener,1983 cited in Moon,1999). A term such as 'critical thinking' may either be connected with reflection or reflective thinking (Barnett, 1997; Dewey, 1933 quoted in Moon, 1999). In general, there are many words and meanings on the idea of reflection.

As Moon (1999) stated, "Reflection can be seen as a basic mental process with either a purpose or some anticipated outcome that is applied in situations where material is ill-structured or uncertain and where there is no obvious solution" (p.10). Reflection seems to be related to thinking and learning.

By promoting reflection in learners, teachers can help them improve some of the aspects of the learning process and thus arrive at effective and meaningful learning. In relation to learners, reflection is considered as:

Good learners need to be strategic. They need to know their own minds; to be aware of their own strengths and weaknesses; to be able to take stock of their own learning and to plan and manage it effectively. They need to be open-minded, willing and able to see through the appearances of familiarity to the learning opportunities hidden behind them. They need to have the disposition and the ability, to be reflective (Claxton, 1999 cited in Moon, 1999, p.180)

Schon (1987, 1992 cited in Moon, 1999) identified reflection-in-action and reflection-on-action in the form of reflection. According to him, reflection-in-action occurs with action and guides the process of action through knowledge in use, which is derived from theory in use and makes limited contact with

supported theory and it only occurs in situations where the action yields unexpected consequences and is not part of actions that go according to plan. Teachers adjust what they do on regular basis while they reflect on their activities.

Reflection-on-action occurs after action and relates, through verbalized or non-verbalized thought, to the action that the person has taken in other words, it is relatively narrow concept that is retrospective and has a role in learning, in informing action and in theory building. It is the form of reflection where by the individual undertakes an activity and revises how well it went, whether they achieved what they wanted and why.

Though, Schon distinguished the process of reflection-in-action from that of reflection-on-action, it is not clear how these activities differ. Moreover, in his writings about 'stop and think' periods related with action, there are inconsistencies. In 1987, Schon implied that the activity of 'stop and think' is reflection-on-action while in 1992; he treats the reflection-in-action as it involves a 'stop and think' (Moon, 1999).

A third type of reflection suggested by Cowan (1998, quoted in Brine, 2005) is reflection for action. For him, reflection for action is carried out by the individual so that they can plan future development. These three forms of reflections can be performed by the individual for the creation of portfolio and are the key to develop a successful portfolio.

As defined by Schon (1996, cited in Ferraro, 2000), reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice. The outcomes of reflection in reflective practice include learning and action. Reflection practice may also imply the general orientation of being reflective.

The primary benefit of reflective practice for teachers is a deeper understanding of their own teaching style and ultimately, greater effectiveness as a teacher. Other benefits noted in reflective practice are the validation of a teacher's ideals, beneficial challenges to tradition, the recognition of teaching as artistry and respect for diversity in applying theory to classroom practice (Ferraro, 2000).

Being able to reflect on any activity is an acquired skill. It becomes a habit to the teachers if a portfolio is being developed or redeveloped. Therefore, teachers should know how to improve their ability to reflect. Brine (2005) suggested the ways in which the individual can improve their ability for reflection.

- ❖ Observe the behavior of others both verbal and non-verbal;
- ❖ Regularly keep a record of events and see if any lessons can be learned from them;
- ❖ Review meetings or events and see if any lessons can be learned from them;
- ❖ Carry out some research that requires gathering data;
- ❖ Write something that needs to be professionally presented, either a report or paper;

- ❖ Produce arguments for and against a particular course of action.

2.9.1 How Does Reflection Contribute to Professional Development?

Research on effective teaching has shown that effective practice is linked to inquiry, reflection and continuous professional growth. By gaining a better understanding of their own individual teaching styles through reflective practice, teachers can improve their effectiveness in classroom (Ferraro, 2000).

Participation in some professional development institutes can also be a way to incorporate reflection into practice. Professional development programs need not always focus on specific teaching methods and strategies; they can also focus on teacher attitudes that affect practice. Wihelm et al. (1996, cited in Ferraro, 2000) described that the curriculum of a professional development institute which offers beginning teachers an opportunity to explore attitudes, develop management skills and reflect on the ethical implications of practice in classrooms with cultural compositions vastly different from their previous experiences. This kind of professional development institute causes teachers to step back and critically reflect not only on how to teach but also on why they teach in a particular way.

In explaining the levels, Ferraro (2000) stated that reflective practice is used at pre-service and in-service levels of teaching. At the level of in-service teaching, critical reflection upon experience continues to be an effective technique for professional development and reflection is a key professional tool for a teacher and is the heart of effective teaching.

Serving as a coach or mentor to peers is another form of reflective practice for in-service teachers. Coaching is used as systematic approach to ongoing teacher improvement through focused reflection on teaching methods (Uzat, 1998 cited in Ferraro (2000)).

Self-reflection can be a part of the professional development process through written comments the teacher adds to artifacts in the portfolio, written analyses drawn from videos of teaching episodes, descriptions of teaching philosophy and beliefs, responses to enquires from colleagues as well as other techniques for reflecting upon one's work. Portfolios can be a tool not only for self-reflection but also for reflection from others on improvement and professional development. Reflection is therefore important to teaching professional and portfolios have the potential to improve education because involvement in the portfolio process stimulates thinking about teaching and learning (Allington and Cunningham, 2002).

2.9.2 Portfolio as a Tool for Reflection

One aim of a portfolio is to promote reflective practice in teaching. Thus, the product of that thinking will itself be constantly changing. One should expect to add to and revise one's portfolio on a regular basis. Having a file for collecting material to review periodically is one way to ensure that the portfolio becomes a process, not just an idle snapshot. Thus, reflective practice and improvement should be a part of good teaching (Doolittle, 1994).

The reflection process is critical to developing the professional portfolio. Educators need to become reflective practitioners if they are to grow as professionals. Without written commentaries, explanations and reflections, the portfolio is no more than a notebook of artifacts or a scrapbook. The main characteristics of a Professional Development Portfolio that distinguishes it from a professional diary or record of achievement is the stress it places on reflection (Hall, 1997 cited in Kydd, 1997); Burke, 1997 cited in Kassahun and Desta, 2007). Moreover, an indiscriminate collection of artifacts does not encourage reflection on your practice and provides no reasonable for improvement evaluation (Tucker et al, 2002).

A professional teaching portfolio is more than a collection of lesson plans and lists of professional activities. It is a careful record of specific accomplishments attained over an extended period of time. According to Campbell et al. (1997), there are actually two kinds of portfolios: a working and a presentation portfolio. A working portfolio is characterized by teachers' systematic collection of selected in courses and evidence of community activities. This can be used for self-assessment and goal setting. Later, teachers would develop a presentation portfolio by winnowing the collection to samples of the work that best reflect the achieved competence, individuality and creativity as a professional educator.

The items in a portfolio are visible representations of children's learning and progress. A teacher revises the child's work; he/she translates it into both a description of the child's learning and an assessment of that child. The understanding that is an outcome of that description and assessment process

contributes, as well, to a potential revision of the teacher's own instruction and curriculum. If children are not learning what a teacher wants them to learn in the way he/she wants them to learn it, it is her/his professional responsibility to teach it in a different, more effective way, or to rethink the goals selected or the curriculum chosen. To make this process work, it is essential that teachers document the contexts in which children's portfolio items are created as well as the processes informing those artifacts (Meisels et al., 2002).

Campbell et al. (1997) identified some characteristics of excellent teachers and said that these teachers learn from every experience and every person they meet. They seek ongoing professional training to refine their practice. They remain current about educational research. They read professional journals and books, attend workshops and interact with colleagues in order to benefit from the experience of others. They try out new ideas, reflect on the results and then discard or adapt the ideas which are useful. They often keep reflective journals as well.

Hall (1997 cited in Kydd et al., 1977) explained that the most outstanding benefit identified in developing portfolios is that of learning to be a reflective professional. Reflection is also another way of saying self- evaluation. Having teachers' self-evaluate provides the opportunity to continually improve and to sustain success in their profession.

Reflective practice has also been defined in terms of action research. The teacher as researcher and role model encourages students to put theories they

have learned into practice in their classrooms. It is on the basis of reflection that theory of practice is built. The aim of action research is to bring about well-founded educational development (for example, in the improvement of teaching). Reflection in action research appears to have two stated roles. The first is to form the basis for the planned action, where there is reflection on the meaning of the observations of an event or a situation in order to plan the action. The second, which takes place after the action, is to evaluate the problems and effects of action and it will also form the basis for new action. In this way, it links the considered events of the past with future planning and development (Moon, 1999).

Portfolios provide tangible work samples that can be discussed and shared in collaborative exchanges with colleagues. However, you should consider what artifacts to select and how to use them in a thoughtful, reflective portfolio. Teachers assemble materials that document their competencies. Portfolios include a reflective component, for when the teacher decides which materials to include, he/she must reflect on which materials teaching practices worked well and why. Portfolios can help teachers consider what works and doesn't work how to improve practice and how to capture the impact of teaching on students (Hurst et al., 1998 quoted in Ferraro, 2000).

A portfolio involves a process whereby teachers plan, implement and reflect upon their work with the goal of improving practice. Thus; this improved practice should lead to improved student achievement. Teaching portfolios provide

faculty an opportunity to reflect on their teaching goals, instructional strategies, methods and materials, as well as student/teacher relations.

Although portfolios vary in form and content, depending upon their purpose, it is pointed out that most portfolios contain some combination of teaching artifacts and written reflections. These are the heart of the portfolio. According to Campbell et al. (1997), an artifact is tangible evidence of knowledge that is gained, skills that are mastered, and values that are clarified. It provides indicators of achieved competence in a particular standard. For example, lesson and unit plans are pieces of evidence that might provide strong indication of teacher's ability to plan curriculum or use a variety of teaching strategies. Furthermore, the artifacts, whether lesson plans, student work samples, or a parent newsletter, must be accompanied with written explanations. They are the intent and thoughtful evaluation that the artifacts should reveal.

It was also suggested that each artifact be accompanied by a brief, identifying explanation Include, for example:

- title of the artifact
- date produced
- description of the context
- purpose, evaluation, or other types of comments (Campbell et al.,1997)

The primary area of focus ought to be artifacts of student learning. Student work samples need to be included and they ought not to be limited to exemplary samples. Poor quality student work should be carefully analyzed for what it

reveals about the inadequacies of teacher's pedagogy. Occasional failures may reflect a spirit of innovation and can be viewed positively if they lead to subsequent improvement or reflection on goals for professional development.

2.10 Portfolio as a Vehicle for Facilitating Collaboration

Collaboration implies a "working with" and is mutually beneficial to each participant. Each will come with his/her own goals, purposes, needs, understanding and through the process of sharing, each will learn from other. Each will learn about self, more about other and more about the topic at hand. As new views are shared, each participant in collaboration endeavor is provided with new ways to reconstruct past knowledge and imagine future possibilities (Olson, 1997, pp.24&25). Teachers next door or in another should provide ongoing assistance with and feedback on classroom instruction.

As Tucker et al. (2002) noted "Collaboration enriches professional growth and development" (p.8). The portfolio is an excellent vehicle for facilitating collaboration because portfolios can reflect the "invisible" aspects of teaching, such as planning, written feedback to students, communications with parents and involvement in professional organizations. They further said that the Portfolio becomes a means of communicating with others about what teachers value and how they are serving children. The portfolio can be used as the subject of conversations with peers.

Teachers are encouraged to share their portfolios offering suggestions for improvement in the content or presentation of material, during construction,

with both beginning and experienced teachers. This continuous dialogue is designed to provide a rich context in which to experience the multifaceted nature of teaching (Doolittle, 1994). When more collaboration among special teachers and classroom teachers is developed, there is less planning in isolation.

At the stage of experienced teachers, they display a wide ranging of competence. They are reflective about their own practice and be able to assist other teachers in developing instructional expertise. These teachers have the potential to be powerful mentors. They have developed their expertise and reflective about their teaching. As mentors, they understand that less experienced teachers cannot develop new strategies without extended opportunities to try out new ideas (Allington and Cunningham, 2002).

Teachers seek professional literature, engage colleagues, participate in professional organizations and use other resources to support their continuing professional development. Teachers consult with teachers, foster relationships with parents and collaborate with other professionals within the school and agencies in the larger community to promote student learning and well-being. They participate in collegial activities designed to make the entire school a productive learning community. Teachers act as advocates for students, advise them, recognize student problems and seek additional help as needed and appropriate. They understand schools as organizations within the larger community and effectively communicate school goals and accomplishments to the community and general public (MoE, 2004).

2.11 Teaching Portfolio as a Useful Tool for Evaluation and Assessment

A teacher portfolio is another education tool, which is primarily used as a means of authentic assessment in evaluating quality of classroom practices, teacher accountability and the effectiveness of a teacher.

Evaluation may serve two functions, formative and summative. Summative is used for licensure, and/or employment decisions and it is aimed to assess concrete achievement, as part of a process of acknowledgement or giving awards. Formative evaluation, on the other hand, is a process of developing portfolio which can be used as a tool for guiding self-improvement as much as for evaluating performance. Formative evaluation is also used to improve, to understand strengths so as to increase them or to isolate weaknesses to improve (CETaL, n.d). The distinction of the two evaluations functions can be understood from Table 1.

Table 1. Formative versus summative evaluation

Formative	Summative
Primarily prospective	primarily retrospective
Analyzes strengths and weaknesses towards improving	Documents achievement
Develops habits	Documents habits
Shapes direction of professional development	Shows results of such attempts
Provides opportunity to reflect on meaning of past achievements	Documents evidence of regular formative evaluation
Provides feedback	Documents evidence

(CETaL, n.d)

As formative and summative portfolios serve different purposes, teachers need to keep both of them. On the other hand, they are complementary because the process of formative evaluation may be an important component in summative evaluation.

Potential benefits of portfolio are also identified for employers. It is clear that anything that makes teachers more effective is of benefit also to their employers as well as to their own students. One of the major benefits gained to education authorities is forming a rational system for selection and promotion (at the same time promoting equality of opportunity). Present systems rely on application forms, references and interviews to be selected as a teacher in any school. These types of assessments do not necessarily reflect the range of abilities that true professionals possess. As professional, teachers want all of their knowledge

and experience to be taken into account when they are evaluated. If teachers are evaluated based on an on-going carefully documented reflection on practice available in an accessible form, the portfolio shows their relevant accomplishments, skills and experience clearly (Campbell et al., 1997). Teacher portfolios can help teachers monitor and improve their own performance, can assist administrators or peer evaluators in acquiring a fuller and more accurate portrait of teacher performance and ultimately can benefit students in improved instructional delivery and learning opportunities (Hall, 1997 quoted in Kydd, et al., 1997).

In selecting artifacts, a portfolio owner is saying, "This is who I am a teacher—I am doing what I think is good teaching. Therefore, developing a portfolio allows teachers to be good judges in the choices of artifacts and control over portfolio format. In this site, portfolios are highlighted as creative acts, as forms of self-expression in the professional context of teaching. As scholar-teacher, one should be a central actor in reviewing and presenting his/her work, rather than passive objects of evaluation. Portfolios have changed the paradigm, taking teachers from a passive role in evaluation and professional development to an active one—a professional one.

Usually in education, the concern will be for the improvement in learners' performance. Assessing learners helps to get information on learners' progress. Without assessment, it will be impossible to know whether any learning has taken place. To understand assessment better, it is a good idea to understand the link between assessment and evaluation. Assessment of learners is the process of

gathering information about how learners are progressing in their learning. It gathers information about what learners know and can demonstrate as result of their learning processes. On the other hand, evaluation of learners is the process of making a judgment about the quality of a learner's performance using the information gathered during an assessment (National Institute for Educational Development, 1999).

Portfolios are valued as an assessment tool because, as representations of classroom-based performance, they can be fully integrated into the curriculum. And unlike separate tests, they supplement rather than take time away from instruction. Moreover, many other institutions use teacher portfolios to augment more traditional assessment measures, such as standardized tests and observation checklists and many teachers, educators, and researchers believe that portfolio assessments are more effective than "old-style" tests for measuring academic skills and informing instructional decisions (Office of Education Research and Improvement, 1993). In this way, portfolios can be an attractive alternative to more traditional assessment approaches as recent research on student achievement has focused on problems associated with over-reliance on standardized tests but portfolios are not substitutes for paper-and-pencils tests, essay tests or performance tests. Each of these assessment tools possesses validity for a purpose not served by a different tool (Kubiszyn and Borich, 2003).

Performance assignment is of demonstration by which learners show their deep understanding of a particular area of learning. This demonstration is like a snapshot that captures what a learner has accomplished at a particular point.

However, there is another type of performance assessment that offers more than a one-time picture of what a learner has accomplished. Its principal purpose is to tell a story of a learner's growth in proficiency, long-term achievement and significant accomplishments in a given academic area. It is called portfolio assessment (Kubiszyn and Borich, 2003).

The planning, collecting, storing, and interpreting of authentic information on children's progress over time is time consuming. Many teachers are initially hesitant or resistant to use portfolio assessment because they fear that adding it to their existing responsibilities may become too great to overcome. Teachers who have made the transition from traditional assessment to portfolio assessment advise that it requires a refocusing, not a redoubling of teacher effort. Since the kinds of materials collected are typical classroom tasks, assessment and instruction are joined together with curriculum. Time spent in this kind of assessment, then, is not time taken away from teaching and learning activities (OERI, 1993).

Portfolios in classrooms today are a highly flexible instructional and assessment tool, adaptable to diverse curricula, student age/grade levels, and administrative contexts. For example: The content in portfolios is built from class assignments and as such corresponds to the local classroom curriculum. Often, portfolio programs are initiated by teachers, who know their classroom curriculum best.

The age/grade level of students may determine how portfolios are developed and used. For example, in developing criteria for judging good writing, older students are more likely to be able to help determine the criteria by which work is selected.

Administrative contexts also influence the structure and use of portfolios. While the primary purpose of portfolios for most teachers is to engage students, support good curricula and instruction, and improve student teaming, some portfolio programs are designed to serve other purposes as well. For example, portfolios can be used to involve parents in their children's education programs and to report individual student progress. Teachers and administrators need to educate parents about how portfolios work and what advantages they offer over traditional tests. Once portfolios are explained and observed in practice, parents are often enthusiastic supporters (OERI, 1993).

An important aspect of interpreting each child's work is understanding that child from his own perspective. One way to gain this understanding is to involve the child as an active participant in the portfolio collection process. Moreover, involving children in self-evaluation is an important way to nurture their motivation for learning. Throughout this term-long assignment you will come to know one child through that child's work and words (Meisels, et al., 2002).

Continuous Assessment

Portfolios are becoming increasingly used as vehicles for continuous assessment of students' work. Continuous assessment is also one of the assessment

methods used widely at school level nowadays. According to NIED (1999), continuous assessment is an assessment that happens frequently to determine learner progress and it is integrated with teaching in order to improve learning and to help shape and direct the teaching-learning process.

Continuous assessment process is much more than an examination of pupil achievement. It is a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas. Continuous assessments provide information that allows for remedial and corrective measures. It is necessary to couple the assessment of portfolios with other forms of assessment to be reliable.

2.12 Portfolio in Ethiopia

Based on the statistical evidence of MoE (2002), many teachers are unqualified or trained insufficiently in teacher training institutions. Thus, most teachers do not have the skills and knowledge required for delivering the child-centered method needed by the government. The needs of the students are not much cared for by teachers and learners are not prepared to be part of a future society. The poor quality of education has been apparent in the Ethiopian educational system for many years.

Cognizant of this situation, the current government has been trying to resolve it by introducing portfolios to strengthen the CPD programme. Hence, since 2008 (2000 E.C) Ethiopian governmental and public school teachers have started producing teaching portfolios.

It is realized that the maintenance of a CPD Portfolio is a good practice for all teachers, regardless of their experience or aspirations. It can offer a systematic method for recording professional analysis and development throughout a teacher's career. It is intended by the current government that new deployed teachers must complete a two year induction programme in school and maintain a professional development portfolio and profile before receiving their full teaching license. They will be encouraged to continue this practice once fully registered. The licensed teachers should also produce a portfolio containing CV and CPD activities as an ongoing record of individual growth. They are expected to prepare portfolios to prove that their professional skills and knowledge have been enhanced to be used as one element of annual teacher evaluation and periodic re-licensing. The mentors also keep portfolios of all courses attended, all completed activities, classroom observations and meetings held with teachers and have them signed by the body responsible. The portfolios contain details of CPD participation, benefits gained and effects on performance. Portfolios give an opportunity to personalize pupil learning experiences that allow teachers to reflect on their program of continuous professional development and demonstrate the knowledge and skills necessary for licensing recommendation. The annual appraisal and promotion will be dependent on the evidence of CPD (MoE, 2004). In Ethiopia, there is a need to certify teachers before they are assigned to teach at any level of education or to re-license those who are already engaged in teaching profession but it appears only on the current Education policy and licensing and re-licensing teachers haven't begun yet.

The current government has the intention of making teachers renew their teaching license as they progress up the career ladder from Junior to Proper teacher and on to Senior teacher. Associate Lead teacher and Lead teacher. As it is recorded in MoE (2004), teachers will be provided support to meet the re-licensing requirements and they will get two further chances before they will be terminated. The license is the document signifying the grant of permission to practise the profession of teaching. It is intended that evidence of performance in a portfolio is one of the requirements before issuing teacher certification.

Evaluation in education has still relied on observation in Ethiopian educational system. However, nowadays, it is realized that portfolios can provide clearer representations of teachers as professional rather than the traditional a few minutes observation by the principal, vice principal or supervisor once or twice a year. The portfolio offers an important alternative for teachers who are dissatisfied with the limitations of standardized forms for evaluating teaching through student or supervisor or school administrator evaluation (MoE, 2007 a). The current government has initiated teachers to use portfolio because it is believed that the importance of developing portfolios have on school professionals' practices, the opportunities they offer for CPD and the extent to which they have on pupil learning. However, evaluation through portfolio has not yet adopted.

In the support of TESO, the Ethiopian government has also designed a programme for diploma and degree students in Kotebe Teacher Training College. Portfolios are utilized for the measurements of performance as

alternative for evaluating pre-service teachers' progress in their training. Students who would be teachers and those who are enrolled in English, social science and education department are required to prepare portfolio. At diploma level, those who take English or social science as a major course are involved in producing portfolio which accounts for 20 marks. The courses taken are TSS 311 and TSS 312 for social science students and TLang 311 and TLang 312 for those whose major course is English.

At degree level, students who are enrolled in education department and take teaching methodology course are producing portfolios which accounts for 20 marks. Lecturers have used portfolio as one part of assessing students' performance. Students are trained to become familiar with different teaching methods; to understand which methodology is appropriate to which learning activity and realize how to give feedback and error correction etc. They have produced portfolios by depending on what they are learning. Developing portfolio at initial training will help teachers when they are engaged in teaching profession.

If teachers develop portfolios with great care, they can be a valuable aid to them. Producing a portfolio involves considerable effort so; all concerned educational authorities should pay attention to put the theories of portfolios in practice.

CHAPTER THREE: METHODS/DESIGN OF THE STUDY

3.1 Methodology

The purpose of this study was to assess the practices of teaching portfolio in professional development of second cycle primary school teachers at 6 schools of Addis Ababa. In order to achieve this aim and understand the research problem better and collect diverse types of data, descriptive survey method had been employed and the collected data were described quantitatively and qualitatively.

3.2 Sources of Data

For this study, teachers, key teachers, principals, vice principals, kebele and sub-city educational authorities were the primary data sources so as to get valid and necessary information. On top of that, document analysis was another data source that helped the researcher to achieve the objectives of the study.

3.3 Sample Sub-cities, Schools, Target Population and Portfolios

Among the 10 sub-cities in Addis Ababa city administration, the study was delimited to 6 sub-cities. The researcher felt that more than half of the sample sub-cities Addis Ketema, Bole, Yeka, Arada, Gullele and Kirkos can be the representative of the sub-cities.

In each of the sub-cities, one primary school was selected. In the three sample sub-cities, there are 33 governmental primary schools and only three schools

Tsehay Gibat (Addis ketema), Goro (Bole), and Karalo (Yeka) were purposefully chosen on the recommendation of sub-cities educational officials as the teachers in the schools were considered as better in implementing teaching portfolios. However, the findings showed that almost all the sample schools teachers had the same inadequate knowledge on portfolio. One of the sample school teachers have had better knowledge than the others and some portfolios which have showed the evidences of changes made on students' performance were also found in this school. Among 25 governmental primary schools in three sub-cities, Key kokeb (Arada), Kechene Debre Selam (Gullele) and Urael (Kirkos) were selected using the lottery method.

As teachers are producing portfolios to ensure CPD activities, they have been the major targeted people in this study. Among 249 second cycle primary teachers from the sample schools, one-third of teachers were selected in each school using quota sampling technique. The sample teachers were determined according to their numbers in each of the schools by giving equal opportunity as shown in Table 2 below. Then, the questionnaire was dispatched to 92 sample teachers and 84 copies were returned. Therefore, the data for the main study were derived from 84 second cycle primary teachers through questionnaire in the already selected six primary schools in Addis Ababa. Three principals and three vice principals in the sample schools and 3 kebele education officials representing the 3 sub cities, (Arada, Gullele and Kirkos) 3 sub-city educational officials in 3 sub-cities, (Addis Ketema, Bole and Yeka) were included in the

interview. Two educational officials in representing Bole sub-city divided the interview into two and responded to it.

Information was also derived from the portfolios which were prepared by the second cycle primary teachers in the sample schools. Five portfolios were chosen randomly in each of five schools. In three schools, copies of portfolios were collected from the office. But they were collected from the teachers in the other two schools as portfolios were not found in the office. No portfolio could be found in one school. As the principal of the school said, the reasons for not producing portfolios were lack of teachers' knowledge on portfolio, unable to find models of portfolios, shortage of time and lack of commitment on part of teachers, lack of follow up activities and motivation on part of the school administrator.

Data were also gathered from one focus group discussion (FGD) which was held with 8 key teachers at Goro School. Key teachers were not found in three schools and in one of the schools, teachers were trained by the principal and in other school, they had got information on portfolio by the sub- city education authority. It was intended to collect data from two FGD. But it was impossible to find the key teachers at the same time so the researcher was obliged to arrange only one FGD.

3.4 Instruments of Data Collection

The data used for this study were gathered through different sources including interviews, focus group discussion and questionnaire. Besides these,

documentary analysis was used to cross check what has been written in the questionnaire and what has been found in the portfolios. Using these methods becomes very helpful since it facilitates triangulation of information from different sources.

3.4.1 Questionnaire

The questionnaire which was filled in by 84 second cycle primary school teachers focused on their perceptions towards portfolio, knowledge about portfolio, their reflection on their work, the effects of portfolios in teaching and learning and the conditions that constrain and facilitate the implementation of portfolio. The data which were collected by means of questionnaire contained multiple choice items and open-ended questions and some of them were likert-type scale with five possible responses. This likert-type scale was utilized to make respondents either indicate no knowledge or quantify any perception which was either positive or negative. The number of the sample teachers who were involved in filling out the questionnaire is indicated in Table 2.

Table 2. Sample teachers

No	Sub-cities	Sample primary schools	No. of teachers in second cycle	Sample teachers
1.	Arada	Key Kokeb	29	10
2.	Gullele	Kechen Debre Selam	35	12
3.	Kirkos	Urael	31	10
4.	Addis Ketema	Tsehay Gibat	50	17
5.	Bole	Goro	39	13
6.	Yeka	Karalo	65	22
Total	6	6	249	84

Pilot test of questionnaire

In order to check the reliability of the questions, pilot test was made. The researcher distributed questionnaire to 30 teachers to 2 secondary schools (Menelik II Preparatory School and Wro. Kelemework Secondary School) in order to obtain comments on the questions provided and 29 copies were returned. From the comments I received, repetitive questions were removed and two likert type questions were eliminated to reduce the questionnaire which contained 10 pages to 8.

When the researcher went through the returned questionnaire of the secondary school teachers, eleven (37.93%) of them hadn't responded anything in the blanks in the questionnaire. Seven (24.14%) completed half the blanks with

inadequate answers and six (20.69%) completed one or two answers in the blank spaces. Five (17.24%) completed the blank spaces with adequate responses. From this it can be assumed that most sample secondary teachers might not have the knowledge about portfolios or they might be so careless in responding the questions. Besides this, the sub-city education officials recommended the researcher to conduct the study on primary teachers because they considered the teachers as they have been better in implementing portfolios. For this reason, the researcher was convinced to shift the study from secondary to second cycle primary teachers. The second pilot test was again devised and 15 copies of the teacher questionnaire were distributed to Del Betigil second cycle primary teachers. For the sake of better communication, the questionnaire has been translated into Amharic. The questions were tested to be reliable through SPSS and the result gained was .635 at Cronbach's Alpha which was based only on multiple-choice questions.

3.4.2 Interviews

Semi-structured interviews with principals, vice principals, sub-city and kebele educational authorities were conducted to collect information about the training carried out, the school support and the mechanisms used in checking the implementation of portfolios and the problems that teachers face in the process. As Bogdan and Biklen (1992) explained, the interview is used to gather descriptive data in the subjects' own words so that the researcher can develop insights on how subjects interpret some piece of the world. It is also used to obtain clearer responses in great depth.

Thus, the qualitative data were gathered through interview which was conducted with 3 principals and 3 vice principals who attended courses based on the development of teachers' portfolios. They were purposefully selected from the above mentioned sample schools. Three sub-cities and 3 kebeles education officials, especially those who were responsible for coordinating, facilitating and providing the teaching portfolio project were included in the interview as they have attended courses based on the development of portfolio.

3.4.3 Focus Group Discussion

Focus Group Discussion (FGD) was conducted with key teachers to examine the participants' view and the general impression of the participants on the development of portfolio. FGD is suited for obtaining data on group attitudes and perceptions by initiating members for active participation.

For this reason, the researcher has selected FGD and it was held with key teachers of Goro School based on the training conducted, teachers' attitudes towards portfolio, the factors that affect its implementation and the advantages gained using portfolio. It contained 8 individuals and was considered that they have had adequate information about teaching portfolio. This helped the researcher to gather qualitative data from individuals through focus group discussion. The entire conversations and interviews were tape-recorded based on the consent of the participants. Besides this, those participants in FGD were photographed to show that they were involved in the discussion.

3.4.4 Document Analysis

To investigate the process of developing portfolios, the researcher tried to find out what have been included in each teacher's portfolio and how the artifacts have been selectively placed within each of the standards. Portfolios, as tangible evidences indicate clearly how teachers improve their practices and the value that enhances students' performance.

From the already five selected sample schools, five sample portfolios from each school were selected. In one school, no portfolio could be found. That is why the researcher was obliged to collect twenty-five sample portfolios to be investigated if they were organized based on the mentioned standards in the literature.

3.5 Method of Data Analysis

The data were organized and analyzed using appropriate instruments based on the research problems. The first step in qualitative approach to analyze data is to have the recorded interview and FGD transcribed. After that, they were logically analyzed and interpreted by relating evidences to the research questions. Then, data obtained from the documents of portfolios were reviewed and discussed in descriptive form.

Quantitative data were obtained through questionnaire. After dispatching 92 copies of teachers' questionnaire to the sample schools, 84 copies were returned. Then, the collected data were tallied, tabulated and relevant

statistical procedures like percentage and chi-square were carried out for quantitative data processing. Finally, the quantitative and qualitative data analyses were integrated so as to reach to concrete results.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

The presentation, analysis and interpretation are discussed into two main sections. In the first section, the data about the general characteristics of the questionnaire respondents based on sex, age, educational level, teaching experience and teaching loads are clearly depicted. The other section is composed of the main areas of data presentation, analysis and interpretation focused on the research questions which is divided into six sub-sections.

4.1 Characteristics of the Sample Teachers

Eighty-four respondents were involved in the questionnaire using quota sampling method. Among them, fifty (59.52%) of the participants are male while thirty-four (40.48%) of them are female. In relation to the educational level, three (3.57%) of the participants have only certificate while two (2.38%) of them have got first degree. Seventy-nine (94.5%) of the sample teachers who are teaching at the second cycle primary are diploma holders. The majority of the respondents have fulfilled the requirement of the Education and Training Policy which says that teachers should possess at least diploma to teach at the second cycle primary level.

Table 3. Age group, teaching experience and teaching loads of the respondents

Item	Respondents	
	No.	%
1. Age group		
a. 18-30	61	72.61
b. 30-49	13	15.48
c. 50 and above	10	11.90
Total	84	100
Teaching experience	No.	%
a. 1-2 years	15	17.86
b. 3-5	34	40.48
c. 6-10	16	19.05
d. 11-29	10	11.90
e. 30 years and above	9	10.71
Total	84	100
Teaching loads per Week	No.	%
a. 15 periods and below	17	20.24
b. 16-20 periods	50	59.52
c. 21-26	17	20.24
Total	84	100

As it is indicated in Table 3, 72.61 percent of the respondents are young that range from 18-30. The other 15.48 percent fall in the age range of 30-49. Teachers whose ages are above fifty are 11.90 percent. Here, It is learned that

most teachers are young with full of energy who can bring positive impact on the schools if they are trained well.

Regarding to the sample teachers' experience, 17.86% are inexperienced teachers, 40.48% have worked as teachers for 3-5 years, 19.05% have been teachers for 6-10 years and 22.61% of experienced teachers are also included in the questionnaire who have taught above 11 years.

In relation to the teaching loads, 20.24% have had only 15 periods and below per week, 59.52% have 16-20 Periods every week to teach. 20.24% have loads of 21-26 periods per week. Thus, it can be concluded that above 20 percent of the sample teachers are overloaded.

4.2 The Major Data Presentation, Analysis and Interpretation

The combination of quantitative and qualitative methods the researcher used throughout the study made the findings more visible. Based on the research questions in this study, the data were analyzed and interpreted logically in order to reach concrete and valid information.

4.2.1 Teachers' Attitudes towards the Requirements of Using Portfolios

Item question 4.1 was designed to uncover teachers' perceptions on the importance of portfolios for classroom instruction, accordingly, 68 (81%) of the respondents considered portfolio as useful in improving teachers' performance. Six (7.14%) of them couldn't decide the effects of portfolios since they haven't used them. Five (5.95%) of them considered portfolio as it has no value in

improving teaching and learning. The other 5 (5.95%) omitted the questions. In general, 81 percent of the respondents have had positive attitudes towards the usefulness of portfolio for classroom instruction.

When the respondents were asked to show the degree of the usefulness of portfolios in improving teaching and learning, 69 (82.14%) considered portfolios as valuable and helpful and 2(2.38%) of them considered portfolio as it has little value in teaching and learning.

However, thirteen (15.48%) of them disagreed on the importance of portfolios. These 13 sample teachers gave their responses about their reasons for being negative on likert type scale (range 1-5) by putting tick (✓) against each description. The items are scored 5,4,3,2, and1 respectively for the responses strongly disagree = SD, disagree = D, undecided= UN, agree= A and strongly agree= SA. The finding is presented in Table 4.

Table 4. Reasons for teachers' negative attitudes

Portfolio	Degree of feeling				
	5 SD	4 D	3 UN	2 A	1 SA
1. Not applicable in our country situation.	2(15.4%)	2(15.4%)	3(23.1%)	1(7.7%)	5(38.5%)
2. Too difficult in applying in classroom instruction.	1(7.7%)	4(30.8%)	3(23.1%)	2(15.4%)	3(23.1%)
3. Has no value for the improvement of teachers' practices and values.	2(15.4%)	4(30.8%)	1(7.7%)	1(7.7%)	3(23.1%)
4. Has nothing to do for the students' achievements.	3(23.1%)	1(7.7%)	3(23.1%)	3(23.1%)	3(23.1%)
5. Increased pressure (workloads).	1(7.7%)	1(7.7%)	2(15.4%)	3(23.1%)	6(46.2%)
6. Unwillingness of teachers to adapt to changes.	1(7.7%)	7(53.8%)	2(15.4%)	1(7.7%)	2(15.4%)
7. Absence of incentives or rewards.	-	3(23.1%)	2(15.4%)	4(30.8%)	4(30.8%)

The negative attitudes of some teachers towards portfolio can be reflected when 6(46.15%) chose 'agree or 'strongly agree' to the phrase 'not applicable in our country situation'. Five (38.46 %) of them selected 'agree' or 'strongly agree' to the phrase 'too difficult in applying portfolio in classroom instruction' and 6(46.15%) of the respondents strongly agreed or agreed with the phrase of 'has nothing to do for the students' achievements and again, 9 (69.23%) respondents believed that preparing portfolio had brought more workloads and selected either 'agree' or strongly agree'. Eight (61.54%) of them were

discouraged to develop portfolios as there were no incentives or rewards and chose 'agree' or 'strongly agree'.

Another question on whether teachers have made any changes in teaching and learning by being evaluated through portfolio was presented to the respondents. Regarding this, it is clearly presented in Table 5. Sixty-one (72.62%) believed that being evaluated through portfolio facilitates the improvement of teachers' practices and values, 10(11.90%) argued that evaluated through portfolio has no value in bringing changes in teachers' performance. Seven (8.33%) were unable to decide the value of being evaluated through portfolio and the rest 6 (7.14%) omitted the question.

Table 5. Teachers' reactions on being evaluated through portfolio

No.	Item	Respondents (teachers)	
		No.	%
1	Have you made any changes by being evaluated through portfolio?		
	A. Yes	61	72.62
	B. No	10	11.90
	C. Undecided because of their inability of using portfolios.	7	8.33
	Those who omitted the question	6	7.14
	Total	84	100.00

In item question 6.11, the participants were requested to provide an answer for 'Do you think that measuring students' performance using portfolio brings

effects in teaching and learning process?' Seventy (83.33%) respondents believed that it has brought changes. Five (5.95%) of them didn't believe that portfolio has brought changes, again 5 (5.95%) couldn't determine the use of portfolios as they didn't use them. Four (4.76%) didn't respond to the question.

The teachers' attitude towards portfolios was also discussed in focus group discussion and it was stated that most teachers have had positive attitudes about the use of portfolios. During the discussion, the key teachers said that they offered help to some teachers who had not prepared portfolios and tried to discuss the importance of portfolios with those who had negative attitudes. But as it was explained by them, there was confusion about what the right portfolio should like. In such condition, it seemed impossible for key teachers to help those who were not using portfolio.

The interview conducted with two sub-city education officials and vice principals revealed that resistance has been existed which prevented from implementing teaching portfolio. From their responses, the reasons for being resistant were the problem of awareness and the extra load that would be brought by preparing portfolios. Four sub-city education officials, one principal and one vice principal revealed in the interview that at first some teachers were not happy and considered portfolios as extra load. Later their attitudes were changed as they have understood the importance of portfolio in quality of learning and for promotion. The other 2 (1 principal and 1 vice principal) revealed that almost all teachers believed in its importance except their inability to involve in the implementation.

From the above facts, it is implied that the majority of the sample teachers have had positive responses but some respondents showed negative perceptions as well.

4.2.2 Teachers' knowledge on Using portfolios

For successful implementation of portfolio, one should know deeply through training how to use portfolios. Teachers' knowledge of using portfolios can be determined by investigating how they were trained or supported. In the following sub- section, it was investigated how the training was conducted. In the other sub- section, the materials included in their portfolios were examined carefully. Looking through how the respondents assembled the materials in their portfolios helped to determine teachers' knowledge. Furthermore, providing reasons for the identification of the evaluation or the assessment methods revealed if they have had knowledge about portfolios.

A. Training access on the development of portfolio

In item question 2.1, the sample teachers were asked to determine whether teachers have participated in CPD program or not. Seventy nine (94%) respondents participated while 5 (6%) didn't take part in CPD.

This idea was also supported by sub city and kebele educational officials, vice principals and principals through interview. They approved that CPD has been provided in a continuous and planned manner. To monitor the activities done in CPD program, all the interviewed principals and vice principals have

investigated what has been said and decided at the meeting through check list. Likewise the sub-city or kebele education officials have also visited the schools and checked what activities have been performed in CPD.

Table 6. Teachers' responses on training access in the development of portfolio

No	Item	Respondents (teachers)	
		No.	%
1	Were you provided with any training on how to develop portfolio in your school?		
	A. Yes	68	81
	B. No	16	19.04
	C. If any specify _____	–	–
	Total	84	100.04
2	If your response is 'yes', what was the duration of time given to the training?		
	A. Less than 8 hours	43	63.24
	B. 8 hours	15	22.06
	C. Less than a week	6	8.82
	D. A week	2	2.94
	E. More than a week	2	2.94
		Total	68
3	Do you think that the training delivered was adequate with such time allotted for it?		
	A. Yes	5	7.35
	B. Somewhat inadequate	15	22.06
	C. No	43	63.24
	D. No idea	5	7.35
	Total	68	100.00

In relation to the access of training, item question 2.3 was presented if they had taken any training in the development of portfolios. As it is depicted in Table 6, Sixty eight (81%) responded that there was training on how to develop portfolios and the rest 16 (19.04%) said that there was no training at all. On the other hand, when respondents were asked the duration of time given to the training, among 68 of 43 (63.24%) participants said that it was given for less than 8 hours, 15 (22.06%) for 8 hours, 6 (8.82%) for less than a week, 2(2.94%) for a week and 2(2.94%) of them said more than a week. Though, the majority agreed that there was access to training, 43 (63.24%) of the participants complained that the training delivered was not adequate since the time given was less than 8 hours. Five (7.35%) were unable to decide whether it was adequate or not, 15 (22.06%) said that the training was somewhat adequate but 5(7.35%) confirmed that it was adequate.

According to the information obtained through interviews, the principals, vice principals, department heads and key teachers were provided training based on the whole teaching and learning process and portfolio was as one part of the course. Those who have taken the course trained all teachers at their respective schools. As it was reported, the training was given in two of the schools by sub-city education officials who have had the knowledge of portfolios. All the interviewed principals and vice principals except one of them approved that there was training related to portfolio at school level. Besides this, all principals, vice principals and 3 sub- city education officials agreed that the training was inadequate. Three of the sub city education officials said that the

training was given adequately so that teachers could develop their portfolios well. In general, it is too difficult to say that the sample teachers were trained sufficiently but, they might have some knowledge, at least, to start developing portfolios inadequately.

Item questions 2.6 and 2.7 are related to the responsible body whether he or she has sufficient knowledge and experience to undertake the task of providing the training. According to the responses through the questionnaire, those who were in charge of providing the training were Kebele or sub-city educational officials, key teachers and principals. Eleven (47.83%) of 23 respondents who selected Kebele or sub-city educational officials claimed that the responsible body has the knowledge to disseminate the information about portfolio. Three (13.04%) of them complained that he or she has no knowledge to develop portfolio. The other 9 (39.13%) respondents had no idea about the knowledge and the experience of responsible body because the training was only for 8 hours. Eight (29.63%) out of 27 respondents who selected key teachers said that they have knowledge, 8 (29.63%) said that the responsible body has no knowledge while 11 (40.74%) could not determine whether he or she has knowledge. Among those 18 of the respondents who selected principal, 7 (38.89%) said that he or she has knowledge, the other 4 (22.22%) claimed that he/she has no knowledge and the rest 7 (38.89%) selected 'no idea' as they couldn't determine the knowledge of the responsible body within 8 hours.

The respondents were also asked to what extent the training has helped them. As it is shown in Table 7, among 68 sample teachers who said that they

attended the training, 10 (14.71%) of them confirmed that it helped them a lot. Forty-four (64.71%) said that little was gained from the training. Fourteen (20.59%) complained that it didn't help them to develop portfolios. From this, it would appear that most teachers did not have clear understanding of how to prepare teaching portfolio.

Table 7. Teachers' reactions on the benefit of the training

No.	Item	Respondents (teachers)	
		No.	%
1	If you attended the training program on portfolio, it___		
	A. helped you a lot	10	14.71
	B. helped you little	44	64.71
	C. didn't help you at all	14	20.59
	Total	68	100.01

The insufficient knowledge of the trainers was also revealed through the focus group discussion which was held with a small group of (8) Goro key teachers. As it was explained by Goro school vice principal through the interview, a 6 day training was conducted in February 2008 (2000E.C) to discuss about the four educational packages (School Improvement Program, Teacher Development Program, Civics and Ethical Education and Information and Communication Technology) and portfolio as part of TDP. The training was provided to 12 people contained school principal, vice principal and department heads at sub-city level. With the training they received, the key teachers trained all teachers at

school for one day on how to develop teaching portfolio at school. As key teachers form a linkage between the primary change agent (MoE) and the teachers, they are expected to support and guide teachers to produce their portfolio in schools. If that linkage is broken, channels of communication among teachers and educational authorities can't be established. It is clear that counseling is an important element in portfolio process. If teachers do not get the expected support from the key teachers, they will not be motivated to produce portfolio. During the discussion, all participants acknowledged that they didn't have adequate knowledge to provide sufficient guidance and support to the teachers because the training was not enough to enable them to know everything they needed to know. For example, the key teachers did not realize the difference between working portfolio and presentation portfolio that is why the sample teachers including the key teachers compiled the whole materials and documents in one portfolio. Most of the teachers haven't displayed the best work that could reflect their achieved competence. According to the participants, they know that helping and guiding the teachers were their main task but they themselves needed support from the relevant education authorities to know whether they were preparing portfolios in the correct way. As key teachers, they should have evaluated what had been in the portfolio and had discussed items to be removed or added. But they didn't do that as they were not sure how to assemble portfolios. This may cause stress and loss of confidence among the key teachers. The insufficient knowledge of trainers would affect the motivation of teachers and might cause lack of trust and confidence among the teachers.

Fourteen sample teachers complained that the training didn't help them and sixteen of them declared that there was no training. Together 30 of them explained how they supported themselves in developing portfolios. Among them, 4 respondents said that they have developed the practice by reading different books about portfolios. Thirteen of the participants said that they gained experience from their colleagues, 12 of them acquired the information about portfolio from colleagues and 6 of the participants shared idea or experience from other teachers in different schools. Two of them said that they could develop through trial and error. The rest 3 of them said that they took courses at college on how to develop portfolio.

Despite the lack of clear guidelines in how to prepare portfolios, 53 (63.10 %) of the respondents have used portfolios for class room instruction. Among them, 11 (13.10%) have used portfolio inadequately. While, 31 (36.90%) hadn't prepared portfolio at all. It is difficult to know whether the teachers were using portfolio for class room teaching because some teachers gave responses which were negative to their true feelings and others gave different responses from their actual practice. For example, in one of the sample schools, 3 respondents said that they prepared portfolios but in reality, the researcher couldn't find any portfolios in the schools. For this reason, the selected portfolios were closely examined to reach at the concrete evidence.

As it was explained by two interviewees (1 principal and 1 vice principal), almost all teachers prepared portfolios. Very few hadn't prepared because they were ill and others have reached retirement age. One interviewed principal

acknowledged that teachers haven't yet prepared portfolio as they didn't know the concept of portfolio and there was no format to guide how to develop portfolio. One vice principal confirmed that all the staff prepared portfolios and two interviewees (vice principal & principal) disclosed that they were some teachers who didn't produce portfolios.

Although 63.10 percent of the respondents tried to work on portfolio, in five schools, no mechanism was designed to check what has been included in the portfolios. This shows that most school administrators were not concerned about the implementation of portfolios or they might have insufficient knowledge in how to carry portfolio project. In other school, the vice principal tried to see the portfolios using the check list but it was so difficult for her to guide them how to improve the portfolios because she herself did not know how to prepare portfolios well. Two of the interviewees explained that they did not know the standards which were used in portfolios.

During the discussion, seven Goro key teachers said that there was no teacher who wasn't involved in the development of portfolios. In contrast, 4 (30.77%) out of 13 sample teachers were found who haven't used portfolios in Goro School.

As it was identified by some participants, one of the constraints in developing portfolios was that teachers were more tied in teaching. As Nicholls (1983) said teachers tend to stick to what they know rather than setting up new and different if teachers have more loads. It is assumed that the more loads teachers have they are less interested in adopting innovation. To determine this, chi-

square test (χ^2) was calculated and it is revealed in Table 8, that there is no significant difference at [χ^2 (df= 2, n=84) = 5.58, p=0.05] between two alternatives (yes and no) provided to respondents. When the teachers' loads have been increased, no difference is shown in using portfolios as the observed value of $\chi^2= 5.58$ is less than the critical value =5.99.

Table 8. Chi-square test results for preparing portfolios and teaching loads

Items	Yes	No	Total	Chi-square (χ^2)
Teaching loads per week				5.58
15 & below	7	10	17	
16-20	36	14	50	
21-26	12	5	17	
Observed No.	55	29	84	
Expected No.	42	42		

On the assumption of that once older people develop a particular style, it will be difficult to accept new styles and it needs more time for them to learn something new rather than the younger ones. In order to check, if the sample older teachers became resistant to adopt the innovation, it was calculated with chi-square test (χ^2). As it is observed from table 9, there is no significant difference at [χ^2 (df= 2, n=84) = 4.26, p=0.05] between two alternatives (yes and no) provided to respondents. Becoming old doesn't bring difference in adopting portfolio as the observed value of $\chi^2= 4.26$ is less than the critical value =5.99.

Table 9. Chi- square test results for adopting portfolios and teachers' ages

Items	Yes	No	Total	Chi-square χ^2
Age group				4.26
<30	41	20	61	
30-49	5	8	13	
>50	5	5	10	
Observed No.	51	33	84	
Expected No.	42	42		

B. The materials included in the portfolio

In the literature, it has been depicted that any portfolio records different types of documents depending on the type of teaching and according to the content of the lesson. In item question 3.1, different materials which might be included in the portfolio were provided to be selected by sample teachers. Fifteen (28.30) of 53 respondents said that they were using portfolios but couldn't select any materials their portfolio contained. Three of them who haven't produced portfolio selected the necessary materials without realizing that using the material needs to be involved in the preparation of portfolios. If sample teachers had selected the necessary materials for their portfolios honestly and evidently, it could have been a good indication on how much the respondents were knowledgeable in developing and using portfolios. Such behaviour

illustrated that few teachers were not honest enough in providing the right answer.

Seventeen of the respondents did not select the teaching goals which are essential in classroom instruction. One of the respondents included only teaching methods and strategies without indicating which goal he was trying to achieve. From such examples, it could be argued that most teachers were not quite clear about the sort of materials they were expected to assemble as there were no clear guidelines for the portfolios.

C. On evaluation and assessment

In relation to the evaluation of teachers, the reasons for selecting portfolio or observation or both methods were forwarded by the participants. But 19(47.5%) of 40 respondents were unable to reason out why they preferred both portfolio and observation, likewise, seven (30.43%) of 23 respondents selected observation without providing any reasons. From this, it is implied that those respondents didn't understand how observation and portfolio are helpful in assessing teaching and learning. On the other hand, those who selected observation didn't know how it helps in assessment. They selected the method without the knowledge of the assessment techniques.

The reasons for using continuous assessment for measuring students' performance were also forwarded by the respondents. 16(59.26%) out of 27 respondents who assessed their pupils using the method of continuous

assessment forwarded their reasons of their preferences. The rest didn't say anything about their preferences.

Reasons were also forwarded by those who applied all the assessment techniques (common assessments, assignments and portfolio assessment). However, only 10(41.67%) of 24 respondents gave their reasons.

On the other hand, 3 of the respondents who were in favour of assignment did not show why they selected their preferences. Two of them who supported common assessment didn't give their reasons. Five of them who supported common assessment and assignment couldn't reason out why they selected them. Only five (35.71%) out of 14 respondents who supported the idea of assessing students' learning through portfolio forwarded their reasons. From the above reasons, it is implied that almost one-third of 14 respondents didn't exactly know the value of portfolio in the assessment of students' achievement. Besides this nine of them couldn't identify the difference between tests and portfolios.

From their responses through questionnaire it seemed that the respondents have had better knowledge of understanding about continuous assessment when the reasons were compared with that of the sample teachers who supported portfolios.

4.2.3 How Teachers Judge their Plan of Work in portfolios

The respondents were judged how they could identify their weaknesses and strengths in their plans so that they could learn from the lessons. Item question 5.1 reflects the teachers' self evaluation on the plan of their teaching. Seventy-nine (94.05%) of sample teachers responded that they evaluated their plan of teaching. Only 4(4.76%) confessed that they didn't evaluate or revised what they had taught. One (1.19%) respondent omitted the question. In item question 5.2, 59 (70.24%) believed that revising their plan of teaching is very useful in improving their work. Twenty-one (25%) selected the usefulness of improving their plan. While one (1.19%) said it helped them very little 1(1.19) of them said it didn't help them to improve their teaching and 2(2.38%) omitted the question.

The sample teachers were requested how much portfolio has helped to evaluate their plan of teaching. As it is clearly presented in Table 10, fifteen (17.86%) selected "very high," 44 (52.38%) said high, 3(3.57%) selected low, 1(1.19%) chose very low. 16 (19.05%) of them were unable to decide how much portfolio helped them to evaluate their plan. Two (2.38) said it didn't help at all and the rest 3 (3.57%) omitted the question.

Table 10. Teachers' responses on their self evaluation on the plan of teaching in producing portfolios

No.	Item	Respondents (teachers)	
		No.	%
1	How do you evaluate your plan of teaching in developing portfolios?		
	A. Very high	15	17.86
	B. High	44	52.38
	C. Undecided	16	19.05
	D. Low	3	3.57
	E. Very low	1	1.19
	F. Not helpful at all	2	2.38
	Those who omitted the question	3	3.57
	Total	84	100.00

To understand how teachers revised their work, the selected portfolios had been closely examined how they revised and rethought of their plan. Only 4(16%) of 25 teachers revealed the process how they revised their plan, rethought the goals and adjusted new teaching methods to suit the learners' needs and the activities of learners to teach them in effective way.

Responding item questions 5.1, 5.2 and 5.3 positively were not adequate to find out if the respondents evaluated their plan of teaching. In item question 5.4, the sample teachers were requested if they addressed the weaknesses that needed more work. Fifty-seven (67.86%) said that they recorded their findings and

addressed their weaknesses. Twenty-three (27.38%) confessed their inability of addressing the areas that need more work and 4(4.76%) omitted the question. However, those who said that they recorded their weaknesses could not clearly show the area that needed more work, the process to achieve success and the improvements that have been made. Three things should be taken into account when teachers identify their weaknesses. First the area of improvement should be addressed, then the action taken to address the failure and finally, the desired goals that have been achieved should be mentioned to show the actual improvement which has been made.

The respondents could be judged from the opinions they provided to item question 5.5. 'If you have addressed the failures, please explain the adjustments you have made to improve your teaching effectiveness.' The following responses from the participants can be witnesses how they were difficult to judge if there were adjustments made by the learners as well as the teachers.

- Recording of student absences.
- Allowing discussion with students.
- Using child-centered method.
- Using different teaching aids.
- Having discussion with stakeholders.
- Offering advice to students.
- Using different methods to achieve the desired goals.
- Having discussion with colleagues who taught similar subjects.
- Having discussion with department heads.

- Having discussion with parents.
- Encouraging students to engage in discussion and in drama.
- Having discussion with educational officials about the difficulties teachers encounter.
- Applying continuous assessment.
- Sharing experience and ideas with colleagues.
- Providing additional exercises.
- Revising teaching plan, teaching methods and teaching aids.
- Engaging in tutorial program.
- Correcting students' exercise books and returning on time.
- Compensating class what was missed.
- Initiating students by providing oral questions.
- Evaluating students' results by applying suitable methods.

The above responses from the sample teachers reflect only the actions taken to improve their teaching and learning. Some of the methods used to address their problems have not even been identified. Unless the areas of improvement are shown and the improvements gained after the action taken are included, it could be difficult to judge the improvements which have been made.

The responses to item question 5.5 indicate the areas where the teachers should be concerned are stated below. But the respondents didn't show the action to be taken and the improvement gained.

- Lack of taking initiative on part of the students.
- Identification of misbehaving students.

- Shortage of books.

The following responses provided to item question 5.5 by the participants indicate the area of improvement and the action taken for the improvement. However, they are incomplete unless the improvements gained are not mentioned.

- Revising teaching methods so as to apply the methods which suit the topic.
- Identifying slow learners and teach them repeatedly using different methods.
- Applying different methods to help them understand the concept of the lesson deeply.
- Applying different methods to understand how to manage students.
- Evaluating books to make some kinds of improvement.
- Changing the teaching strategies according to the needs of the pupils.
- Using different strategies to decrease the number of absentees.
- Managing my time effectively using different methods.

The following responses to item question 5.5 'having realized that acquiring the skills of English is a difficult task, I have made efforts to help them improve speaking and listening ability in English' depicts the areas of improvement and the improvement gained. The efforts made by the teacher have not been mentioned.

- Providing tutorial class to help students improve their results.

The above statement reveals the area of improvement, the action taken and the achievement. But tests or exams don't always show the exact improvement unless it is coupled with other types of measurements.

- Stimulating group discussion so that they can help each other.

In the above response, 'stimulating group discussion' is the action taken to achieve the desired goal and 'helping each other' is the habit developed or gained by the students. However, the area of improvement where the teacher should be concerned hasn't been stated.

In general, none of the responses except one has shown the complete picture of the respondents of weaknesses that need more work. Their inability to identify their exact weaknesses has been revealed from the above facts.

In item question 5.7, the sample teachers were asked if they could identify and show their strong points. Among 33 (39.29%) participants of 84 respondents who wrote their strengths, seventeen (51.52%) depicted the action taken to achieve the success but didn't reveal what kind of achievement the teacher or the students gained. Six (18.18%) of them could show the strengths but they were unable to depict the action taken to reach at the success level. Eight (24.24%) showed neither the action taken nor their strong point. Only 2 (6.06%) of the following statements reveal the action taken and their strengths.

- Arranging students in group and allowing them to discuss help students to improve their results.

- Discussion among students facilitates working with peers and developing students' confidence.

The first statement explains the methods used by the respondent (arranging students in group and allowing them to discuss) help them to discuss freely. This enables the students to improve their results. However, only test results can't be concrete evidence on students' performance as it gives only one chance to measure performance and it doesn't show the behavioral change of the students. The second one depicts the method adopted (allowing discussion among students) by the sample teacher. Using this method facilitates to develop students' confidence and working with peers (changes in students' values).

As indicated in the literature, if students don't understand what has been taught, it is the teachers' responsibility to teach it in a more effective way, or to revise the goals selected. As the participants were not committed to their job, they failed to revise their plans and to identify their strengths and weaknesses.

From the above facts, it can be concluded that almost all the respondents failed to depict what their exact strong points were, how their success was strengthened. Describing their strengths and weaknesses could have depicted the progress teachers or students have made through time to improve or to make strong their success if they had shown them clearly. Reflection on teachers' practices and values helps in identifying their failures and their

successes. This in turn, facilitates teachers' ability to realize the areas that need more work and to strengthen their successes.

4.2.4 The Evidences Shown in Improving the Quality of Pupils' Learning and the Achieved Standards in Creating Portfolios.

Attempts were made to find evidence of the changes made through questionnaire, interviews, focus group discussion and document analysis.

In questionnaire, likert type question was employed to analyze if portfolios have had effects on teachers' effectiveness. The participants indicated their responses by putting tick (√) against each statement. The items are scored 5, 4, 3, 2 and 1 respectively for the responses strongly agree= SA, agree= A, undecided= UN, disagree= D and strongly disagree= SD. The finding is shown in Table 11.

Table 11. Teachers' Degree of feeling on their achievements

Teachers achievements		Degree of feeling				
		5 SA	4 A	3 UN	2 D	1 SD
1	Knowledge of subject matter	24	14	1	3	-
2	Adaptability	22	15	2	1	2
3	Self-reflection	18	20	3	-	-
4	Acceptance of feedback/criticism	17	20	3	1	-
5	Collaboration	20	15	4	-	-
6	New strategies you have designed to motivate or manage classroom	14	21	7	-	-
7	Multiple teaching methods	22	19	1	-	-
8	Recording your professional growth and achievement	16	18	5	1	-
9	Addressing areas of teachers concerns and finding solutions	18	21	2	1	-
10	Creativity	12	21	5	3	-

As it has been identified from the responses, 42(79.25%) of 53 respondents who said that they were using portfolios rated their feeling on teachers' achievements. The average was 36.7(87.38%) for 42 respondents who strongly agreed or agreed on the mentioned achievements. If this could be taken as indication of teachers' successes in achieving the desired goals, there would be great achievements. However, the observed successes did not seem to reflect the real changes of teachers' performance. The findings through the investigation of teachers' portfolios have shown that very few attempts made in the improvement of teaching and learning.

Item 6.14 depicts the question of 'do you think that portfolios facilitate students' performance and attitudes. Among 53 who used portfolios, 43 (81.13%) believed that they improved their pupils' achievement using portfolios. Four (7.55%) confessed that they didn't improve the students' performance. Six (11.32%) were unable to decide the improvement gained and missed the question.

Related to the improvement of pupils' performance using portfolios, likert scale type question 6.15 was presented. The respondents gave their responses by putting tick (✓) against each of the statements. The items are scored 5, 4, 3, 2, and 1 respectively for the responses top= T, above average = AA, average = A, below average= BA and no basis =No.

Table 12. Teachers' Degree of feelings on students' achievements

Students' achievements		Degree on the achievements				
		5 T	4 AA	3 A	2 BA	1 NO
1	Assessing their own learning	18	12	10	2	1
2	Ability to work with peers	15	20	11	-	-
3	Self motivation	17	16	12	1	-
4	Self confidence	18	18	9	1	-
5	Developing work habit	15	17	11	3	-
6	Deep knowledge and understanding	19	14	11	2	-
7	Being Creative	15	11	12	7	1

From the information gained in Table 12, it can be realized that 46(86.79%) of 53 of the sample teachers involved in rating the degree of their students' achievement. The average of 46 respondents was 43(93.48%) who selected top, above average and average. The majority of the teachers seemed to have great achievements on students' performance. But this can't be considered as conclusive evidence. From the evidence observed in the portfolios, considerable effects on students' achievement as it has been seen here have been recorded in none of them. The major difficulty observed in portfolio was unable to show the evidences that contributed to the achievement of the desired goal and the process.

The findings from the questionnaire revealed that among 79 who have attended in CPD program, sixteen (20.25%) of the participants who responded to item question 2.2, agreed that their practices of CPD have improved their skills, knowledge and values extensively, 44 (55.7%) at medium level, while 11 (13.92%) assessed the CDP program as being of little value in improving teachers' performance and the rest 8 (10.13%) judged the CPD program as having no value in the contribution of teachers' performance. According to the responses, the majority of participants agreed that the CPD program has effects in improving the teaching and learning process.

In relation to the advantages gained using portfolios, the effects of teaching and learning which were stated by the participants through focus group discussion were meeting the diversified needs of learners using variety of teaching methods, decreasing the number of absentees, increasing the

participation of the female students and changing the students' disruptive behaviors but observable evidences on students' and teachers' performance have not been recorded in their portfolios.

Information from some interviewees indicated that some effects like improvement in students' performance, changes in students' conducts, increasing the participation of the female students through tutorial class, strengthening the discussion with parents to discuss about the learning difficulties and disruptive behaviour of their children, creating child friendly environment and better understanding of the subject matter have gained using portfolios. However, most interviewees confessed that there has been no observable change in students' performance. No sample portfolio except three of them has shown the evidences. Furthermore, there was no mechanism in investigating if there was change in the improvement of the schools using portfolios.

Every artifact collected for portfolio should be organized around the chosen goal statements. In item question 5.8, the sample teachers were provided 10 standards that would be used either for working or presentation portfolio. However, 2 sample teachers said that they have used portfolios for classroom instruction but couldn't set the standards they were trying to achieve. The response for item question 5.8 can't be used as evidence to determine whether the standards demonstrated in portfolio were achieved adequately. Therefore, attempts were made to investigate some of the portfolios if the

standards were set and if teachers have achieved success in the improvement of their competence and pupils' performance.

Teachers' ability to show the tangible evidence on how students were making progress, the continuous development of students' progress as well as the improvements of teachers' practices and values haven't not been recorded. Any of the portfolios except there of them haven't revealed the improvements made using the standards.

Document analysis was one of the tools used in this study. As mentioned before, 25 documents of portfolios from the already selected 5 primary schools were collected to be investigated by the researcher. It was assumed that the selected portfolios were collected from the respondents of the sample teachers. But the researcher was not sure whether the portfolios were collected from the sample teachers or from second cycle primary teachers as there was no mechanism to identify those who filled in the questionnaire.

As almost all teachers did not know the difference between the working and the presentation portfolio, 20(80%) of the documents were compiled with many of the teaching documents and materials without selecting their best work. The portfolio needs to present selected information on teaching activities and solid evidence of their effectiveness.

Investigating the documents of the portfolios has helped the researcher to cross check what has been written in the questionnaire and what has been recorded in the portfolios. Reviewing the portfolios can also be used as a mechanism to

check if the materials have been placed according to the standards. On top of this, it serves to check the steps taken either by students or teachers to achieve success. In other words, in the document analysis, the standards (goals) which the teachers have achieved and the materials included in the portfolios had been examined closely to find evidences if the quality of learning has been achieved.

To prepare the presentation portfolio, the following steps should be followed.

1. Identifying the standards including the interpretation of the standards.
2. Be selective in choosing the artifacts.
3. Providing reasons for selecting the artifacts.
4. Compiling the supporting ideas.
5. Presenting the artifacts professionally (Campbell et al., 1997).

A. Standards used in the portfolios

Over half (52%) of 25 teachers tried to depict their standards or goals of teaching in their portfolios but only three of them showed the process of learning activities and the achieved goals. Most of them did not picture them in practice. Goal statements as being an artifact support the teacher in determining where he/she wants to be and provide her/his with information about how to get there.

As indicated in the literature, a good teaching portfolio is one that has clear statements of teaching responsibilities and goals, and solid evidence showing how those goals have been reached. A short explanation of the standard is

provided to add clarity but none of the sample teachers described the standards which were documented in the portfolios. Ten standards were identified in the literature among them 8 were indicated in the sample portfolios.

As stated in Campbell et al. (1997), knowledge of subject matter is universally considered an essential for effective teaching and successful learning. The role of the teacher is to help learners build their own knowledge through engaging in meaningful experiences. Engaging learners in generating knowledge and testing helps hypotheses according the methods of inquiry. But no activities or methods have been found which led learners in producing knowledge.

Two teachers have shown their willingness to seek further professional growth by extracting information using books or internet. One of them documented the handout in her portfolio. But both of them failed to show that their knowledge was integrated in the improvement of classroom instruction. Other teachers recorded the improvement of their knowledge of subject matter by reading different books and by participating in CPD activities for effective teaching and successful learning but they didn't show practically how useful their knowledge was in making the learning and the teaching successful. Evidence has not been offered how they had developed professionally.

Knowledge of human development and learning was also selected by some of the teachers. As depicted by Campbell et al. (1997), although, children grow and develop at different rates and with varied abilities; there are predictable sequences to their development. The teacher understands how children learn

and develop and can provide opportunities. In three portfolios, it has been observed that interviews were conducted to get information about the problems students encountered. The problems associated with students were falling asleep during the afternoon class and misbehaving in classroom. Feedbacks from students on provided questions were also recorded. Documenting understanding of human development could be evidence as interviews with students in a particular issue are one of the artifacts.

Adapting instruction for individual needs has another standard which was selected and recorded by 9 (36%) of 25 teachers. The teacher understands how children differ in their development and approaches to learning. Those who recorded this standard were able to identify the students in three types, slow, fast and medium learners. Among 9 teachers, only four (44.44%) checked the students' progress through the improvement of the students' results. The students' low results which were gained before the help was depicted in comparison with the better results which were gained after offering extra help to the students through tutorial program. In one of the portfolio, the teacher identified 15 students those who couldn't catch up with other students. She devised group work and motivated the students in preparing teaching aids. She also shared ideas and experience from her colleagues and met parents to discuss about their children learning difficulties. Then these pupils were supported to make progress by devising tutorial program, and 3 tests were provided. As it has been recorded, improvement was made in the tests of 12 students. More testing focuses on students' achievement or failure where as

portfolios are particularly more useful as they provide continuous record of student's development (NIED, 1999). What have been observed in these 4 (44.4%) portfolios were teachers focusing towards maximizing the success in examination rather than in actual teaching. Though school administrators did not have any evidence of effective teaching, they were very confident of their staff since the examination results were good.

The rest 8 teachers also identified the types of students and they recorded that they designed instruction that helped students' strengths but all of them failed to show the progress that the slow learners made over time. For example, one of the teachers told the researcher that his students improved their reading and writing skills of English by providing materials which showed them how to read the English consonant letters relating with vowel alphabet and he also provided extra help how to read and write in tutor program. If the first draft of the students writing was included and the improved writing made by the pupils was shown clearly, it could be good evidence to show how the improvement was made but nothing was recorded in the portfolio.

Though 4(16%)of 25 teachers stated that they supported female students through tutorial program and reported the changes of the students' performance, the steps taken by students or teachers which led to behavioral changes have not been recorded.

The other standard which was documented in the portfolios was multiple instructional strategies. Effective teachers adapted multiple instructional

strategies and models to meet their intended objectives and the needs of a particular student. Besides this, the teacher uses a variety of instructional strategies to encourage students' development of critical thinking and problem solving. Investigating ways to question students give ways to learn inductively (discovering general law from particular facts or examples) as well as ways to model problem solving and concept development (Campbell et al, 1997). Learning for understanding often requires experimentation, problem solving, collaboration and manipulating of physical objects. However, the teachers who said they were using different methods didn't show the suitable methods that needed inquiry learning (learning by asking), cooperative learning and concept attainment. Only one of the teachers used the mixed ability group to help students work together cooperatively. This in turn could have enhanced the students' performance if the impact of the improved work on students' achievement through mixed ability group had been displayed clearly in the portfolio. Anyway no teaching methods and assignments have been observed which led the students to think critically and to solve problems.

Classroom motivation and management was also one of the standards which has been depicted in 6(24%) of 25 the sample portfolios. The effective teacher builds positive classroom interactions and he/she tries to achieve to create a learning community that fosters group decision making, collaboration, individual responsibility and self directed learning. Therefore, effective classroom managers understand how to define problems, identify alternatives, choose action and a plan for implementation and consider the possible consequences

of a given action (Campbell et. al, 1997). In one case, the teacher realized that some pupils misbehaved in classroom, lacked interest in their learning and were unable to do their assignments. These students needed extra support from the teacher in developing self control in a positive and encouraging way. Having realized that maintaining discipline or creating a conducive environment is a prerequisite for successful teaching and learning, seventeen misbehaving students of grade 6 were detected through observation by the teacher. The teacher distributed a questionnaire among students to get information on how to support the disruptive students. The major reasons why they misbehaved in class were identified by the teacher. As it was documented in the portfolio, family and economic problems were the major reasons for their disruptive behavior. Those disruptive students engaged to work to provide for their basic needs. So they couldn't attend class regularly and they came late. Since many students are coming from low economic class and parents have low educational standards or illiterate. Those pupils are not supported with their education and learning materials.

As it was identified, the steps taken to solve the above mentioned problems in the portfolio were as follows:

1. Discussion was held with civics teachers on how to improve these students' behavior.
2. Students were advised to be engaged in work after class.
3. Parents were advised not to engage their children in household chores and other income generating activities.

4. Some teachers have provided learning materials to the students who have had economic problems.
5. Gaining experience from other school teachers on how they have handled the misbehaving students.
6. Close follow up activities were made to support those students.
7. Engaging those students in different school clubs.

The problems faced by the teacher while trying to avoid such behaviors were also recorded as follows:

1. Parents were not willing to discuss about their children learning difficulties and misbehaviors.
2. The teacher could not monitor these students as she was engaged in different activities.
3. Those disruptive students mocked at their teacher.

The following solutions were provided by the teacher.

1. The school should take measures to exclude the students who did not bring their parents.
2. The school administrators should give adequate time for the teachers to interact with students and teachers.
3. Reinforce parents' responsibility by creating awareness of the value of education.
4. Engage those disruptive students in different school clubs.

The teacher confirmed that changes have been observed in 15 of 17 students.

This portfolio has shown the process clearly, though, the changes have not

stated. The effects of improving learners' behaviors on changing students' academic achievement have not stated clearly.

Even if 5 teachers recorded that they could manage their classroom by motivating students. The teachers' ability and strategies in how to create positive learning environment and the improvements have not stated.

Instructional planning skills were also another standard which 2 teachers have reflected in their portfolios. In the classroom, teachers need to be reflective of their current practice and be open to adjustments and revisions that become necessary in working with diverse group of students. This self-reflection is evident in the teaching process. One of the teachers was teaching the students following her plan and she realized that many students fell asleep during the afternoon session. She tried to find out the major causes and distributed a questionnaire to 15 (26.79%) of 56 students. She designed another goal to solve such problem and she linked to the already action plan according to the students needs. Her plan was open to adjustments and revisions. The same was also true with one the following case. Realizing that there were misbehaving students that prevented the students from learning successfully, the teacher distributed a questionnaire among students to get information about the major reasons why they misbehaved in class. She tried to correct their behavior using different methods and she adjusted her previous plan with this new plan to suit changing situations and pupils' needs.

Assessment of student learning was the other standard which teachers tried to achieve. In one of the cases, the teacher tried to assess his students' reading skills. His colleague observed the teacher during his lesson on demonstration and commented his teaching. From the comments, he learned that his class had difficulty in reading and he could identify 6 students having trouble with reading. The teacher felt it was important for him to learn more about what he could do to improve the students' reading skills. Although he wrote in his plan that he gathered information from the internet on the subject of reading skills, the handout and what he did with the knowledge he got from the internet have not been included in the portfolio. He also recorded in his portfolio that he employed different strategies like providing encouragement to read without fear, providing chance to read in tutorial class, helping them to read different passages according to their level and showing them the techniques how to read. And finally out of 6 students 4 (66.67%) have improved in reading skills and this was also approved by his colleague who gave comments. Comparison of the tests before and after the extra help has been shown for the evidence of their improvement in reading skill. From what has been observed, the students performed a number of activities which helped to improve in reading.

The standard of professional commitment and responsibility is manifested by being reflective practitioners who cultivate strong relationships with parents and educational professionals. An effective teacher employs the skills of reflection and critical decision making meet the needs of their students and engage in professional growth with colleagues. Self-reflection also takes place in

considering the teacher's relationships with parents and educational professionals (Campbell et al, 1997). More than half of the teachers have included some materials that reflect the standard of professional commitment and responsibility but most teachers didn't show how they fulfilled their responsibility and how they were committed to their job. One of them described in his portfolio that he helped a student who was going to discontinue her learning because her eyeglasses were broken. He convinced others to contribute money to restore the eye glasses and buy uniforms for those who couldn't fulfill their basic needs. This shows how he has been committed to his profession. This teacher also cleaned the classroom and was a good example of his students. Following his footsteps, they have started cleaning their classroom. In this way, the students can develop their work habit. A letter from parents has been found in one of the portfolios. It was about a student who was going to discontinue her education. Through negotiation with her parents, an agreement was reached to continue her education. Letters to parents are artifacts which reflect the teachers' commitment to the job.

Fifteen teachers have shown the signatures of parents which approved that the discussion was held between teachers and parents about learning difficulties and discipline problems of their children. However, no pupils' progress has been documented as a result of communicating with parents. If the teacher cultivates strong relations with parents as well as with education professionals without evaluating the effects brought on student, the discussion has no value in improving students' performance.

In most of the portfolios, the copies of the award certificates as one of the artifacts, have been documented which showed that the teachers have involved in CPD activities and taken short courses on the development of their profession. Thirteen (52%) of 25 of the teachers have attached copies of letters, awards and certificates that verify their contribution to the school. Their professional commitment has been reflected in these types of documents. However, no evidence has been indicated if teachers have applied the different methods and the learning activities in the classrooms what they have been exposed in the courses and how the courses have improved teachers' practices and values in bringing changes in student' performances. Changes made in pupils learning haven't been recorded from the courses teachers have got.

The teacher recorded in the plan of her portfolio that she and her students went to visit museums. If the purpose of the trip, her reaction to the trip and observational reports had been included in the document, it could have reflected the teacher professional commitment and responsibility because it shows her willingness to seek information outside the class.

B. The materials (artifacts) included in the portfolios

Most of the materials that were included in each portfolio had also been investigated to analyze whether portfolios have had effects on teachers practices and values as well as students' performance. The portfolio includes materials that document a specific activities as well as a reflection on the

importance or relevance of the material. However, most of the portfolios have not presented the materials that led to the desired goals.

Fourteen (56 %) of 25 portfolios have included updated resume which explain the teachers' short life history and educational background. In addition to this, the teachers' philosophy statements which are artifacts explain their beliefs about the teaching strategies and practices. However, only 4 of them reflected on the statements of teaching philosophy that are related to the goals they were trying to achieve. The teachers' best works have also been displayed in 5 of portfolios; however, their inability to show the evidences of their achievements clearly was one of the difficulties observed in the portfolio.

According to the information gained from principals and vice principals, it has also been recognized that CPD courses have given way to discuss and to interact with each other at the meeting. Teachers have shared information about portfolio. There is also healthy and conducive learning environment in which teachers have interacted with colleagues freely but no improvement has been recorded which can be obtained through the interaction of teachers.

4.2.5 The Benefits Gained in Improving the Evaluation of Teachers and the Assessment of Students in Using Portfolios.

In relation to the evaluation of teachers, respondents were asked how often they were evaluated. In item question 6.1, 56 (66.67%) confirmed that they were evaluated two times, 23(27.38%) said more than two times, 3(3.57%) only once and those who omitted the question were 2(2.38%). From the information

gained through the questionnaire most respondents were evaluated two times. In item question 6.2 the sample teachers were requested to select the persons who evaluated them. Vice principal and department head evaluated 27((32.14%) respondents. Twenty-two (26.19%) were evaluated by vice principal 8(9.52%) by principal and department heads, 2(2.38%) by principal and vice principal, 4(4.76%) by supervisor, vice principal and principal, 1(1.19%) by principal, vice principal and department head, 4(4.76%) by supervisor, 5 (5.95%)by principal 7 (8.33%) by department head, 1(1.19%) by kebele education team leader, 2(2.38%) by vice principal and mentor and one of them missed the question.

Item 6.3 reflects the question if teachers were evaluated either through portfolio or observation or both. Forty-three (51.19%) respondents were evaluated through observation, 36 (42.86%) through observation and portfolio, 3(3.57%) through portfolio and 2(2.38%) omitted the question.

In contrast to the idea of evaluating their teaching through portfolio, the information obtained from the interview by sub-city education officials and kebele education team leaders approved that evaluation through portfolio has not been adopted yet at school.

From the information gained through interviews about the supervision of teachers' classroom practices, 5 of the interviewees confirmed that the inspection was done through evaluation form which was completed with different action plans. The teachers were evaluated if teaching-learning has

been taken place according to their plans. Observation was the other means of evaluating teachers which all the interviewed participants approved it. Only 2 of them (1 principal and 2 vice principal) said that portfolio was used for inspection purpose with the help of evaluation form.

Another question presented to the respondents was 'which one shows the teachers' effectiveness better portfolio, observation or both? Why? Forty (47.62%) sample teachers selected both portfolio and observation 23(27.38%) observation, 14(16.67%) portfolio and 6(7.14%) of them omitted the question. In contrast to the other responses, one (1.19%) respondent didn't believe that all methods measured teachers' effectiveness.

Four interviewees (1 vice principal, 1 principal and 1 sub-city and 1 kebele education official) preferred both portfolios and observation for evaluating teachers' effectiveness. As it was explained by these 4 interviewees, both portfolios and observation are complementary and they can't be replaced each other as they have different purposes. One of the interviewees (1 vice principal) believed that portfolios, observation and the evaluation form should be organized for the evaluation of teachers. Portfolio assessment was also suggested by 3 interviewees (2 principals and 1 sub-city education official) to be the best for inspection. Two of them (1 principal & 1 sub-city educational official) recommended observation as they haven't started adopting portfolio assessment.

In item question 6.5, 79 (94.05%) respondents admitted that they received feedback. Only 1(1.19) participant said that no feedback was received and 4(4.76) didn't give any response. In addition to this, the feedbacks received after the supervision was made have helped 66(78.57%) of the participants as they have been very helpful or helpful to their work. Six (7.14%) claimed that they have helped them little. while 5(5.95%) criticized the feedback for its failure to improve their work. The rest 7(8.33%) didn't give any response. Although, 78.57 percent of the respondents claimed that the feedback received from colleagues, vice principal, principal, department heads, students, parents and supervisor helped them in improving their practices and attitudes, all the feedbacks except one which were displayed in the sample portfolios were not seen making any positive contribution to the improvement of teaching. Besides this, no feedback has been found in the sample portfolios from vice principal, principal, department head and supervisor.

Positive feedbacks from parents and students have been displayed in their portfolios. Among the 7 feedbacks offered from colleagues, one of them identified the teachers' weakness. Based on the comment provided, the teacher could rectify and improved the problems of the students reading skills. This was the only reflection seen on the feedback. Feedbacks are also one of the artifacts which show self assessment. The other 6 feedbacks have shown the strengths of the teachers from mentees, department head, parents and peers. But how the feedbacks strengthened their work hasn't been documented.

Regarding the assessment methods, item question 6.9 'which assessment methods were used to measure the students' performance?' was forwarded. Choices were provided to be selected by the respondents. Those who chose common assessment and assignment were 5(5.95%). Four (4.76%) measured their students' performance using common assessment, 6 (7.14%) used assignments, 14 (16.67%) of them were using portfolio assessment, 24(28.57%) used all methods of assessment and 27(32.14%) of them added other methods of assessments and wrote continuous assessment in the space provided. Four (4.76%) omitted the question.

In teachers' portfolios, only three cases have been shown in which the students were asked what kind of difficulties they encountered or provided feedback about their learning experiences. Assessing their own learning would have helped the students to develop self-confidence if the modifications in responses to their feedback had improved the students' learning.

In the other case, a questionnaire which was distributed to students has been displayed in the sample portfolio. The purpose of the questionnaire was to get feedback on the questions provided by the students themselves and the competition made among the sections. If the effects of the feedbacks on the improvement of learning and the adjustments made to learning and teaching goals had been registered it could have been good evidence.

As indicated already, in one of the portfolios, the teachers provided a questionnaire to gather information about the reasons why students fell asleep

during the afternoon class. The questionnaires were distributed among 15 (26.79%) of 56 students and most students responded that they felt tired and fell asleep because of the hot weather in the afternoon. The other reason for falling asleep was students were unable to understand the topic as the medium of instruction is English. In response to the feedback, the teachers' goals as well as the students' goals were also recorded.

As presented by the teacher, the goal was 'to motivate the students to attract their attention to what they are learning'.

The students' goals were also presented as follows:

- Encouraging them to tell jokes for 3-5 minutes to enjoy themselves before the lesson starts.
- Motivating them to engage in different activities and present their own work.
- Helping them to refer to dictionary for difficult words.

To solve the problems, the teacher tried to adjust her method of teaching. The following are the adjusted methods of teaching which have been presented in the portfolio.

- engaging students in group discussion
- helping them to present a particular lesson in classroom
- clarifying the difficult words to the students.
- helping them to refer to dictionary.

The difficulties students were experiencing or the concern areas for improvement has been clearly stated in the portfolio. The adjusted teaching

methods and goals could have been concrete evidence if the achievement gained had been recorded.

As documents of portfolios have been investigated, the teachers' inability to show the improved work clearly was one of the difficulties. It was described that most teachers identified certain problems they encountered in their teaching and hardly any of them has begun experimenting with new methods. However, almost all the portfolios haven't been recorded how the materials are useful in bringing the desired changes.

4.2.6 Conditions that Constrain / Facilitate the Implementation of Portfolio

The following difficulties which hampered the implementation of portfolio were revealed through questionnaire, interviews and focus group discussion. On the other hand, conditions which can facilitate the successful implementation of portfolio were also forwarded by sample teachers, interviewees and selected key teachers.

A. Difficulties faced in the implementation of portfolio

Those who used portfolios inadequately and those who didn't develop at all were 42 (50%). From the responses they provided it appeared that one of the major reasons for unsuccessful implementation of portfolios as it was reflected by 16(38.10%) of the respondents was unclear guidelines on how to develop portfolios. Eleven (26.19%) said that insufficient knowledge of trainers affected them. Inability to find models of other countries portfolio also affected 8(19.05%)

of the respondents to develop portfolios. On the contrary, it has also been reported by most of the interviewees that a model was available whenever they needed it. Only three of the interviewees disclosed the unavailability of model of portfolio in their schools. Seven (16.67%) of the sample teachers expressed that the ineffective co-ordination of the administration also created obstacles to conduct training. Lack of the training affected 6(14.29%) of the respondents. Shortage of resources were also a barrier to 3 (7.14%) of them. Lack of moral on the part of the school administrators affected 2(4.76%) of the participants.

As it was reflected by 13(30.95%) of the participants through questionnaire, the other reason for the unsuccessful implementation of portfolio was that of the increased pressure on teachers. However, there is no difference between the loads teachers have and preparing portfolios as it is indicated in Table 4.6.

On the part of the interviewees, the burden of work associated with time was one of the major barriers to implement portfolio. This was suggested by half of the interviewees. The other problem suggested by four of the interviewees was lack of awareness about portfolio. Lack of initiative on the part of the teachers was another barrier which was suggested by four of interviewees. Lack of resources and insufficient budget were also the other barriers mentioned by two of the participants. The other problem identified by one of the participants was the inability of educational officials to award certificates for those who took courses.

According to the key teachers who were involved in focus group discussion, lack of consistency in the preparation of portfolios, unable to provide training in a continuous way, lack of assistance from the responsible body of educational authorities, lack of awareness and lack of time were some of the difficulties which hampered the implementation of portfolios.

When respondents were asked item question 5.6 if there were problems which have not yet been solved, most teachers raised repeatedly the following problems.

- Regular absenteeism. The school didn't take any measure on absentees no matter how many days they were absent.
- Because of economic problems, some students are engaged in doing paid work after school.
- Receiving no help from parents with their learning difficulties.
- Lack of students' initiative and lack of concern for their education.
- Unable to reinforce parental responsibility for their children education.
- Large class size.
- Lack of time because of the increased pressure.
- Students' disruptive behaviour.
- Requiring children labour to do house hold and other activities.

The teaching and learning process will be affected unless efforts will be made to alleviate the above mentioned difficulties.

B. Conditions that Facilitate the Implementation of Portfolio

Suggestions for successful implementation were also forwarded by respondents.

But the most focused ones were stated as follows:

- ❖ Intensive training on portfolio should be conducted in planned and continuous manner so that teachers can self evaluate and improve their practices.
- ❖ Sufficient knowledge, clear guidance, follow-up activities, and motivation are needed from school administrators and educational officials to ensure teachers their efforts in producing portfolios.
- ❖ The implementation of portfolios should focus on the improvement of learners' performance.
- ❖ The implementation of portfolios should be relevant to the real situation of our country.
- ❖ Resources are needed adequately for preparing portfolios.
- ❖ The time provided for the training was too short and retraining is needed as conducting workshop contributes to the implementation of portfolios.
- ❖ All activities recorded in portfolios should be implemented adequately so as to bring changes in pupils' learning otherwise too much paper work doesn't improve the teaching and learning.

The following suggestions for facilitating the implementation of portfolios were also forwarded by the interviewees.

- Teachers need administrative support to develop portfolios.

- Teachers need resources to prepare portfolios, time to plan and share ideas.
- Both administrators and teachers should accept the use of portfolios.
- Teachers must be involved in developing portfolios and they must be motivated to use them.
- Models of portfolios should be available so that teachers can easily adopt them.
- The needs of the teachers should be assessed to adjust the program according to their needs.
- Teachers are needed to be encouraged to learn from their colleagues.
- Sufficient knowledge, clear guidance and follow-up activities are needed from school administrators and educational officials to ensure the implementation of portfolios.
- Creating awareness through workshop or intensive training is needed to the successful implementation of portfolios.
- Portfolios are conceived in different ways in different schools. To have common understanding about portfolios, there should be great concern on the uniformity in every aspect of the training.
- Support the schools which have financial problems.
- All the concerned educational officials should work together so as to achieve the desired goals and to bring the quality in education.
- Decreasing the loads of teachers by recruiting additional teachers so that they have sufficient time to try out new methods, to prepare teaching materials, to participate in CPD and to record their practices.

More than half of the respondents also suggested the devising mechanisms for the improvement of the assessment methods. Among them, the major ones were stated as follows:

- Applying continuous assessment to improve the learners' achievement.
- Close supervision on students' progress by preparing checklist.
- Assessing students based on the level and ability of students.
- The assessment method should measure knowledge and skills of the students.
- Mingling different assessment methods together to be reliable in measuring students' performance.
- Adopting portfolio assessment.
- Decreasing the work load of the teachers to apply continuous assessment.
- Providing assignments and frequent tests.
- Supervisors should evaluate teachers at any time.
- Retraining teachers on assessment of students.
- Providing feedback to teachers and students so that they can show improvement.
- Introducing recent scientific methods of assessment.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with the summary part and the concluding remarks. Finally, possible recommendations are forwarded based on the major findings.

5.1 Summary

This study has investigated the practices of teaching portfolio in continuous professional development of second cycle primary school teachers in Addis Ababa. Descriptive method had been employed to accomplish the purposes. The major objectives of this study were to assess the knowledge of teachers in the development of portfolios and to find solutions to the problems which affect the implementation of the teaching portfolio. The following six research questions were raised to achieve the purposes of the study.

- I. How do teachers perceive the requirement of using portfolios in teaching and learning?
- II. How knowledgeable are teachers in using teaching portfolios?
- III. How do teachers judge their plan of work in portfolios, of their successes and failures?
- IV. What are the evidences shown in improving the quality of pupils' learning and the standards they are achieving in creating portfolios?
- V. What are the benefits gained in improving the evaluation of teachers and the assessment of students in using portfolios?
- VI. What are the conditions that facilitate/constrain the successful implementation of teaching portfolios?

To address the above six research questions, the research was carried out in six selected governmental primary schools at six sub-cities. Quantitative data were collected by dispatching questionnaire to 92 sample teachers and 84 copies were returned. Qualitative data were generated by conducting interviews with sub-cities educational authorities, kebele team leaders, principals and vice principals; conducting focus group with 8 Goro school key teachers and reviewing 25 sample portfolios to obtain valid information. The data obtained through the above instruments have been analyzed and interpreted using percentages, chi-square and descriptive statements.

Findings drawn from the study

I. The perceptions of teachers towards the usefulness of portfolio in teaching and learning process

Regarding the attitudes towards teaching portfolio, 82.14 percent of the respondents have had positive attitudes and they considered portfolio as valuable practice in improving teachers' performances and students' achievements. Negative attitudes were reflected as well by 15.48 percent of the participants. On the other hand, sixty- one (72.62%) believed that being evaluated through portfolio facilitates the improvement of teachers' practices and values, 10(11.9%) argued that evaluated through portfolio has no value in bringing changes in teachers' performance. And seventy (83.33%) respondents believed that measuring students' performance using portfolio has brought changes. Five (5.95%) of them didn't believe that portfolio has brought changes.

The interview also revealed that resistance has been existed which prevented from implementing teaching portfolio. From the responses, the reasons for being resistant were the problem of awareness and the extra load that would be brought by preparing portfolio.

II. Teachers' Knowledge on using portfolios

Teachers' knowledge of using portfolios can be determined by investigating how the sample teachers were trained or supported and how they assembled materials in their portfolios. Furthermore, providing reasons for the identification of the evaluation or the assessment methods revealed if they have had knowledge about portfolios.

A. On the training access

As the evidence presented, the majority of participants agreed on the availability of training on portfolios at school level. However, it was exposed by 63.24 percent of the respondents as being inadequate since one- day training didn't help most of them to develop teaching portfolio sufficiently.

The data gathered from the interviews and the questionnaire revealed that not only most teachers have had unclear guidance of their part in the development of portfolio but also almost all principals and vice principals have no clear view.

Among 68 of 84 participants who said there was training, the majority of the respondents didn't have clear understanding and knowledge in how to develop portfolios. One of the major difficulties was that key teachers were

unable to disseminate information of portfolios to the teachers adequately because they themselves didn't get adequate training.

According to the information obtained from the interview, it was disclosed that in most schools, no mechanism was designed in checking what had been included in portfolios and the achievements gained. It was also clear that no follow up activities were made in all schools and the school administrators left everything in the hands of teachers with little or no support. And this in turn affected the implementation of portfolios.

Increased pressure on teachers and lack of time to interact with colleagues is considered as a serious effect on learning opportunities. To determine, if the increased pressure affects from developing portfolio, in the assumption of the more teachers have loads, they are less interested in adopting portfolios, chi-square was applied and it was approved that there is no significant difference between the teachers' loads and using portfolio in classroom instruction.

There is an assumption of that older people are less interested than younger ones in adopting innovation. In order to prove this, chi-square was applied. From the results obtained, there is no difference between the sample teachers' age and adopting portfolio.

B. On assembling the materials in their portfolios

Despite the insufficient knowledge of teachers on the theories of teaching portfolios, 53(63.10%) of the sample teachers tried to work on them. The findings

of this study reflected that most teachers were not quite clear on how to assemble the necessary materials (artifacts) in their portfolios.

C. On evaluation and assessment

From the data presented through questionnaire, 42.86 percent of the participants said that supervision of classroom instruction was done through observation and portfolio and 3.57 percent agreed that evaluation was conducted through portfolio. In contrast to this idea, the information gained through the interviews approved that evaluating teachers' practices and values through portfolio has not yet adopted in school. This shows that the supervisors have still relied on observation in evaluating teachers.

The major problem identified in this study was lack of knowledge and abilities of teachers in identifying the purposes of the assessment and evaluation methods. It was also reflected that almost one-third of 14 respondents didn't exactly know the value of portfolio in the assessment of students' achievement. In addition to this, most respondents who selected the two assessment methods didn't know how observation and portfolio are helpful in assessing teaching and learning.

III. Reflection on teachers' plan of work

The data gathered from questionnaire showed that 94 percent of the questionnaire respondents expressed their ability in revising and rethinking of their teaching plan and above 95 percent of the respondents supported the usefulness of portfolio in evaluating their work. When the participants were

judged whether they could identify their failures, none of the respondents except one could describe the complete picture of their weaknesses (the areas of improvement, the action taken and the success). The same is true with those who described their strong points. Among 33 (39.29%) participants of 84 respondents who wrote their strengths, all the respondents except two (6.06%) failed to show their exact strengths and could not identify the achievements and the action taken to reach at success level.

One of the teachers' responsibilities is to revise their plan of work to check if the intended objectives are achieved. However, the findings revealed that teachers failed to revise their plan of teaching and to identify their strengths and weaknesses.

Very few alternative strategies for dealing with the problems have been observed on the selected portfolios. Only three of the portfolios have depicted the implementation of various teaching methods and have declared their achievement in solving the problems.

IV. The evidences shown in using portfolios in the improvement of students' performances and teachers' practices

It is difficult to determine how much teachers and students were affected using portfolios as the implementation has started recently. However, attempts were made to find evidence of the changes made through questionnaire, interviews, focus group discussion and document analysis.

A. Findings from questionnaires, interviews and focus group discussion

The findings from the questionnaire revealed that the majority of the participants (83.38%) who rated their degree of feeling on teachers' achievements strongly agreed or agreed that teachers had been successful on the observed achievements. Likewise, the majority of sample teachers (93.48%) seemed to have great success on students' achievement. However, the major difficulty observed was the inability of showing evidences in their portfolios that contributed to the achievements of the desired goals and the observed success did not seem to reflect the real changes of teachers' and students' performance.

Even if, some interviewees and participants in FGD said that some effects have been observed in teachers' practices and students' performance, no sample portfolio except three of them has shown the evidences and most interviewees shared the same idea that there has been no observable change in students' performance.

B. Findings from document analysis

Investigating the portfolios can also be used as a mechanism to check if the materials have been placed according to the standards and it also serves to check the steps taken either by students or teachers to achieve success.

From the information gained from 25 collected sample portfolios, it was found that 13(52%) of the participants tried to depict their standards or goals of

teaching. However, all participants except 3 (12%) haven't presented the process of learning activities and evidences to others that they were achieving success in meeting the standards.

In the sample portfolios, 9(36%) teachers could identify the three types of students and used different methods. But none of them could show the suitable methods that needed inquiry learning (learning by asking), cooperative learning and concept attainment. Only one teacher used the mixed ability group to help students work together cooperatively. This in turn could have enhanced the students' performance if the impact of the students' achievement had been displayed clearly in the portfolio. No teaching methods and different activities have been observed in their portfolios which led the students to think critically and to solve problems. Therefore, very few attempts made by the teachers have little contribution to the quality of education.

The teacher confirmed that change in conducts has been observed in 15 of 17 misbehaving students. The steps of the process were clearly seen in this portfolio, though, the effects of improving learners' behaviors on changing students' academic achievement have not stated clearly. Five teachers also recorded that they could manage their classroom by motivating students but the teachers' ability and strategies in how to create positive learning environment and the improvements have not stated.

Fourteen (56 %) of 25 portfolios have included updated resume with short life history and the teachers' philosophy statements that explain their beliefs about

the teaching strategies and practices. However, only 4 of them reflected on the statements of teaching philosophy that related to the goals they were trying to achieve.

Discussion with parents, sharing experience and ideas from senior teachers, attending courses in CPD programme, developing their knowledge by reading different books, were some of the benefits recorded in their portfolios. However, no reaction has been shown as a result of the benefits. Supporting female students through tutorial program has also written in some of the portfolios. But the steps taken by students or teachers which led to behavioral changes and the real achievement on students have not been recorded. From what has been observed, it can be implied that the improvements seem to be superficial.

The materials that are included in each portfolio were also investigated to analyze whether portfolios have had effects on teachers practices and values as well as students' performance. However, most of the portfolios haven't presented the materials that led to the achievement of the desired goals.

V. Portfolio use for the improvement of evaluation and assessment

The evidences shown in 4 (44.4%) portfolios were the only improved results of exams in comparison with the previous low marks. Achievement of passing marks is more like a snapshot which has only one chance to show competence. In their portfolios, the only assessment methods to check the students' progress which the teachers used were tests, exams and assignments. The teachers focused on the common assessments and no attempts were shown to try out

portfolio assessment. Besides this, tutor was the only solution taken by most teachers to help students with their learning difficulties. There was no concrete evidence except the improved results how this tutorial program helped the performance of learners.

From the data obtained through the questionnaire, it is possible to infer that some respondents didn't know the purposes of the measurements for assessment and evaluation. Thus, it is clear that these teachers couldn't measure their students' progress in a reliable way. Besides this, more than half of the respondents couldn't identify the difference between tests and portfolio.

Although, 78.57 percent of the respondents claimed that the feedback received from colleagues, vice principal, principal, department heads, students, parents and supervisor helped them in improving their practices and attitudes but no feedback has been found in the sample portfolios from vice principal, principal, department heads and supervisor. The feedbacks provided to the teachers by colleagues, students and parents were displayed in their portfolios but all of them except one feedback can't be identified as a positive contribution to enhanced teaching.

Only in three portfolios, students were asked what kind of difficulties they encountered or provided feedback about their learning experiences. Assessing their own learning would have helped the students to develop self-confidence if the modifications in responses to their feedback had improved the students' performance.

Among 25 teachers 6 (24%) recorded in their plan that they assessed their students using continuous assessment, no evidence has been shown on how the students' performance improved and the improvements gained through it.

VI. The conditions that affect/facilitate the successful implementation of the teaching portfolio

The inadequate training, insufficient knowledge of key teachers, lack of follow up activities, lack of support, lack of concern of the relevant educational authorities and lack of commitment and initiative of teachers have affected the implementation of portfolio. Findings from interviews also indicated that workloads, lack of incentives or rewards, lack of resources, unable to find models of other countries portfolio, insufficient of budget and lack of initiative on part of teachers were the major ones.

According to the key teachers who were involved in focus group discussion, lack of consistency in the preparation of portfolios, lack of assistance from the responsible body of educational authorities, lack of awareness and lack of time were some of the difficulties which hampered the implementation of portfolios.

To alleviate the above mentioned problems or conditions that facilitates the successful implementation also forwarded by questionnaire respondents. The major ones were:

- ❖ Sufficient knowledge, clear guidance, follow-up activities, motivation and close supervision are needed from school administrators and educational officials to ensure teachers their efforts in producing portfolios.
- ❖ Intensive training on portfolio should be conducted in planned and continuous manner so that teachers can self evaluate to improve their practices and adopt portfolio assessment. Thus, the improvement of teachers' practices will lead to the improvement of students' performance.

Administration support, resources, need assessments, intensive training, common format on portfolio, sufficient budget and decreasing the teaching loads were the major focused suggestions provided by the interviewees.

5.2 Conclusions

This study has investigated the practices of teaching portfolios in continuous professional development in 6 selected second cycle primary school teachers in Addis Ababa. Although, it is too early to assess the impact of teaching portfolio on pupils learning and teachers' practices and values, the findings showed that there is very little effect on the improvement of the students' performance as well as teachers' practices.

From the already mentioned findings, the following conclusions were drawn:

1. The major problem which was reflected in the finding was that 15.48 percent of the participants have shown resistance in adopting teaching portfolio. However, those who have resisted were few in number, they

may affect the implementation of portfolio and others may follow their colleagues' trend.

2. As the evidence confirms, due to certain limitations such as inadequate training, the insufficient knowledge of the key teachers, lack of follow up activities, lack of support and motivation from the educational authorities, lack of commitment and initiative of teachers and the incapability of school administrators in carrying out the portfolio programme, most sample teachers failed to prepare and use portfolios in the improvement of teaching and learning. Furthermore, according to the information obtained from the interview, it was revealed that in most schools, no mechanism was designed in checking what have been included in portfolios and the achievements gained.

The workload was stated as being one of the limitations in implementing portfolio successfully. However, the result of chi-square revealed that there is no significant difference between the teachers' loads and preparing portfolios. From this, it can be concluded that if teachers are motivated and committed to their profession, teaching loads cannot prevent them from producing portfolios.

Another finding obtained was that there is no difference between the older age and preparing portfolio. It was calculated using chi-square on the assumption of that the older the teacher becomes they are less interested in adopting portfolio. Becoming older doesn't affect in

adopting portfolios as teaching experience is more important in how to adapt with new situation.

3. From the findings of the questionnaire, it was clearly observed that almost all teachers were unable to describe their strengths and weaknesses or the progress teachers or students have made through time to improve or to make strong their success. In their portfolios, only 4(16%) of 25 teachers revealed the process how they revised their plan, rethought the goals, adjusted new teaching methods to suit the learners' needs and the activities of learners to teach them in effective way. It was clearly observed that the reflection on their work was somewhat superficial.
4. The inability of teachers showing the evidence that contributed to the achievements of the desired goals in their portfolios was also observed in their portfolios. Besides this, the sample teachers were unable to demonstrate the process of learning activities in meeting the standards. Keeping portfolios of their work doesn't mean that students have changed in their progress unless efforts are made to show the steps taken to achieve the real changes. In general, no evidence except the improved results has been shown on the process as well as on the products.

The materials included in each portfolio were also investigated to analyze whether portfolios have had effects on teachers' practices and values as well as students' performance. However, the materials (artifacts) used in

the portfolios have little effect in contributing to the achievement of the desired goals.

5. It was observed that teachers were focusing towards maximizing the success in examination rather than in actual teaching and there was no concrete evidence in the improvement of the students except the improved results. In their portfolios, teachers stuck on the common assessment methods like tests, exams and assignments to check the students' progress. No attempts were shown to try out portfolio assessment. If teachers integrated such common assessment methods with portfolio, students would be supported in focusing on the areas in which they had difficulty.
6. As it is realized, class supervision has still relied on observation to evaluate teachers. This was also confirmed through the information obtained from the interview by sub-city education officials and kebele education team leaders. They approved that evaluation through portfolio has not been adopted yet at school.
7. From the data obtained from the questionnaire, one can infer that some sample teachers couldn't tell why they selected the measurements of assessment and evaluation. Some respondents didn't know the purposes of the assessments they were using. Thus, it is clear that these teachers couldn't measure their students' progress in a reliable way.
8. Although, the feedbacks received from colleagues, students and parents have been displayed in their portfolios and were claimed that they helped them in improving teachers' practices and attitudes; all the

feedbacks except one were not seen making any positive contribution to the improvement of teaching and learning.

To sum up, the findings presented in this study indicated that attempts have been undertaken in recording the teachers' practices and values for the improvement of teaching and learning, however; it has hardly little contribution in the quality of education as no teaching methods and different activities have been observed in their portfolios which led the students to think critically and to solve problems. The practices of portfolios in the improvement of teaching and learning were somewhat superficial. They have little contribution in facilitating the CPD activities. In this situation, it is unthinkable to find a student who thinks critically and solves problems.

5.3 Recommendations

Considerable changes can't be expected in pupils' learning as the innovation of teaching portfolio has started recently. However, if the expectation is to bring quality in education, certain limitations should be avoided before the current educational policy fails to achieve the desired goals. Based on the findings and conclusions made so far, the following recommendations have been forwarded.

- It is extremely important that both school administrators and teachers accept the value of portfolios for the teaching and learning process. Their positive reactions are important factors in the implementation of portfolios successfully and this must be taken into consideration by those who are

implementers. On the whole, it is important to understand the real causes of resistance and change their negative attitudes on portfolio before it affects the implementation of portfolio.

- It is believed that using portfolios facilitates the CPD program. To be successful in portfolio program, the first step should be that teachers need to know explicitly through training how portfolios are used. The schools with other concerned educational authorities should give attention in the area of portfolio which demanded intensive training and workshops. Besides this, the models of portfolios should be available so that teachers can easily adopt them and take them as examples to develop their portfolios.
- Those involved in planning and implementation of portfolio program should have sufficient knowledge and understanding. Thus, school administrators and key teachers should have knowledge of theories of portfolios and adequate practical experience that enable them to carry out their task. Furthermore, educators who have deep knowledge of the teaching portfolio should be involved so that teachers will be assisted in producing and using portfolios in the improvement of the teaching and learning process.
- The portfolios in three schools depicted that teachers have recorded their documents in 2008 (2000E.C). No attempt was shown in recording their activities in 2008/2009 (2001E.C). Furthermore, some teachers haven't started to produce portfolios yet. Follow up activities and guidance are needed to continue or to begin to produce their portfolios. And teachers should be

motivated and rewarded so that they will spend their time and energy willingly.

- It's the teachers' responsibility to revise their plan of teaching to check whether the intended objectives are achieved. However, the findings showed that teachers failed to revise their plan to identify their strengths and weaknesses which could help them improve or make strong their success. Teachers should be committed to the teaching profession and must feel ownership on portfolios use to improve their practices as well as students' performance.
- Portfolios are conceived in different ways in different schools. To have common understanding about portfolios, a consistent and common format should be prepared by the relevant education officials to all schools. Furthermore, materials and other resources which are used for preparation of portfolios should be available in school.
- As it was depicted in the literature, providing feedback regularly on success or failure in teaching-learning helps a lot in order to rectify and improve problems and to reinforce good practices. Therefore, constructive feedbacks should be provided from supervisors, principals, vice principals, colleagues, students and other stakeholders.
- The findings depicted that the supervisors have still relied on observation to evaluate teachers. Likewise, teachers have still stuck to common assessment methods to measure their students. It is advisable to couple portfolio with other assessment and evaluation methods such as tests, exams, assignments,

continuous assessment to be reliable in measuring students' and teachers' progress.

- Need assessments by educational officials are required to identify the real causes of the gaps between what the government wants and the reality of teachers' needs and also to make adjustments accordingly.

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- 2.6. If there was a training program for portfolio, who was responsible for providing the training?
 A. key teachers B. principal C. vice principals D. department heads
 E. sub city or kebele educational administrator F. If any other _____
- 2.7. Can you say that those who were responsible for providing the training had transferred adequate information to teachers about portfolios?
 A. yes B. No C. Undecided
- 2.8. If you attended the training program on portfolio, it _____
 A. helped you a lot B. helped you very little C. didn't help you at all
- 2.9. If there was no training or the training didn't help you, how could you support yourself in developing portfolios? (You can select more than one response)
 A. Personal reading about portfolios
 B. Getting information about portfolios from the internet
 C. Sharing experience and support from colleagues
 D. Sharing the portfolio information from colleagues
 E. Sharing idea or experience from other teachers in different schools
 F. Other _____
- 2.10. Have you used a portfolio for teaching and learning process?
 A. yes B. I have been using it inadequately C. No
- 2.11. If your answer is 'I have been using it inadequately', or 'No' to question 2.10 what would be the reason(s) for not using a portfolio? (More than one response is possible)
 A. No training on the development of portfolios
 B. Unclear guidelines to prepare portfolios
 C. Ineffective coordination of sub city and school administration to conduct training
 D. Insufficient knowledge of the trainers to provide the training well
 E. Insufficient resource materials to develop portfolios
 F. Lack of moral support
 G. Lack of time because of teaching loads
 H. Unable to find models of portfolios of other countries
 I. Other _____

Part III: Materials Included in the Portfolio

3.1. If you answered 'no' to question 2.10, don't respond this question.

What were included in your portfolio? (More than one response is possible)

- A. Updated curriculum vitae
 B. Statement of teaching goals and philosophy (Values and beliefs which shape one's attitude and performance)
 C. Summary of teaching methods and strategies used towards achieving those goals
 D. Collections of best works
 E. Showing growth in knowledge, skills and values
 F. Recording professional development
 G. Feedback/evidence from students
 H. Feedback/evidence from colleagues and parents

- I. Feedback/evidence from school administrators or supervisors
- J. Reflection on feedback, including self- reflection
- K. Self assessment and finding solutions to problems
- L. Documentation of improvement towards one's stated goals
- M. Recognition of teaching achievements including awards
- N. Other _____

Part IV: Teachers' Attitudes towards the Requirement of using Portfolios

4.1 Do you think that portfolios facilitate teachers' effectiveness?

- A. Yes B. No
- C. Undecided because of the inability of using portfolios

4.2. What is your overall perception on using portfolios in classroom instruction?

- A. valuable B. helpful C. some help D. less helpful E. not helpful

Those who responded valuable, helpful or some help to question 4.2 go to question 5.1.

4.3. If your response is 'less helpful' or 'not helpful' in improving classroom instruction, Please indicate your answers by putting tick (✓) against each description. The items are scored 5,4,3,2, and 1 respectively for the responses strongly disagree = SD, disagree = D, undecided= UN, agree= A and SA= strongly agree.

Portfolio	Rating				
	5 SD	4 D	3 UN	2 A	1 SA
4.3.1 Not applicable in our country's situation					
4.3.2 Too difficult to apply in classroom instruction					
4.3.3. Has no value for the improvement of teachers' practice and values					
4.3.4. Has nothing to do for the students' achievement					
4. 3.5. increased pressures (workloads)					
4. 3.6. unwillingness of teachers to adapt to changes and lack of interest					
4. 3.7. absence of incentives or rewards					

4.3.7.1. If any other please specify _____

V. Reflection on Teachers' Practices and Values

5.1. Do you revise your plan of teaching to think about what worked and what did not?

- A. Yes B. No C. if any other please specify _____

5.2. Rethinking and revising your work help you for _____

- A. great improvement B. improvement C. slight improvement
- D. no improvement at all

5.3. How do you evaluate your plan of teaching in developing portfolios?

- A. Very high B. High C. Undecided
- D. Low E. Very low F. Not helpful at all

- 5.4. After evaluating your plan of teaching, have you addressed the areas which need improvement?
 A. Yes B. No C. If any other _____
- 5.5. If your answer is 'yes', for item no.5.4, please explain the adjustment you have made to improve your teaching effectiveness. _____

- 5.6. Are there any problems encountered in teaching and learning process that you haven't solved yet? What are the major problems? What would be the reasons for not finding the solutions? _____

- 5.7. If you have you recorded the strengths you made. Please, explain the teaching and learning processes which show your strengths. _____

- 5.8. What were the standards you tried to achieve in developing your portfolio? (You can select more than one response)
- A. knowledge of subject matter
 - B. knowledge of human development and learning
 - C. adapting instruction for individual needs
 - D. multiple instructional strategies
 - E. classroom motivation and management skills
 - F. Communication skills
 - G. Instructional planning skills
 - H. assessment of student learning
 - I. professional commitment and responsibility
 - J. partnerships
 - K. If any other please specify _____

Part VI: Evaluation and Assessment on Teaching and Learning

- 6.1. How often were you evaluated last year?
 A. Once B. Twice C. More than twice D. Never
- 6.2. Who engaged in evaluating your teaching?
 A. Supervisor B. Principal C. Vice principal
 D. Department head E. If any please specify _____
- 6.3. How was the evaluation conducted?
 A. Through portfolio B. Through observation C. Both
 D. If any specify _____
- 6.4. Which one shows the effectiveness of teachers better, portfolio, observation or both? And why? _____

- 6.5. After you were evaluated, have you accepted any feedback?
 A. Yes B. No C. If any other _____
- 6.6. If your response is 'yes' to item no. 6.5, how did the feedback improve your teaching?
 A. very high B. high C. low D. very low E. Not at all
- 6.7. Have you accepted any feedback from other stakeholders? Who were they? Do you think that the feedback you gained have improved your teaching and learning? _____

- 6.8. Have you made any changes by being evaluated through portfolio?
 A. Yes B. No C. Undecided because of the inability of using portfolios
- 6.9. What assessment methods were used by you to measure the students' performance?
 A. Common assessment like tests and exams
 B. Assignments and different activities
 C. Portfolio assessment
 D. using the above mentioned methods
 E. If any specify _____
- 6.10. Which assessment method(s) help(s) to understand your students better?
 And why? _____
- 6.11. Has any change occurred in teaching-learning by evaluating students through portfolio?
 A. Yes B. No C. Undecided because of the inability of using portfolios
- 6.12. In your opinion, how could the assessment process be improved?

6.13. If you answered 'no' to question 2.10, don't respond this question.

If you think that achievements gained in using portfolio, Please rate the teachers' achievements and indicate your answers by putting tick (✓) against each statement. The items are scored 5, 4, 3, 2, & 1 respectively for the responses strongly agree= SA, agree= A, undecided= UN, disagree= D and strongly disagree= SD.

Teachers achievements	Degree of your feeling on achievements				
	5 SA	4 A	3 UN	2 D	1 SD
6.13.1. Knowledge of subject matter					
6.13.2. Adaptability					
6.13.3. Self reflection					
6.13.4. Acceptance of feedback/criticism					
6.13.5. Collaboration					
6.13.6. New strategies you have designed for managing students' behaviour and motivation					
6.13.7. Multiple teaching methods					
6.13.8. Recording evidence of your growth and achievement					
6.13.9. Addressing areas of teacher concerns and finding solutions to problems					
6.13.10. creativity					

6.13.10.1 If any other please specify _____

6.14. Can you help your students facilitate their performance and attitudes through portfolios?

A. Yes B. No

C. Undecided because of the inability of using portfolios

6.15. If your answer is 'yes', to question 6.14, what are the benefits students have gained in using portfolios? Please rate the degree of achievement and indicate your answers by putting tick (✓). The items are scored 5, 4, 3, 2, & 1 respectively for the responses top= T, above average = AA, average = A, BA= below average, no basis =No against each of the statements.

Students achievement	Degree of achievement				
	5 T	4 AA	3 A	2 BA	1 NO
6.15.1. Assessing their own learning					
6.15.2. Ability to work with peers					
6.15.3. Self motivation					
6.15.4. Self confidence					
6.15.5. Developing work habit					
6.15.6. Deep knowledge and understanding					
6.15.7. Being creative					

6.15.7.1. If any other please specify _____

6.16. Any comments and suggestions you would like to add which help to facilitate the implementation of portfolio? _____

Thank you!

2.5 ለስልጠናው የተሰጠው ጊዜ በቂ ነው ይላሉ?

ሀ. በቂ ነው ለ.ከሞላ ጎደል በቂ ነው ሐ. በቂ አይደለም

መ. ምንም ሃሳብ የለኝም

2.6 ማህደረ ተግባሩን በተመለከተ ስልጠና ተሰጥቶ ከሆነ ስልጠናውን ለመስጠት ኃላፊነት የተሰጠው ለማነው?

ሀ. በት/ቤቱ የሚገኙ የአሰልጣኝ ሰልጣኝ መምህራኖች

ለ. ርዕሰ መምህር ሐ. ም/ርዕሰ መምህር መ. የዲፓርትመንት ተጠሪ

ሠ. የክፍለ ከተማ ወይም የቀበሌ የትምህርት አመራር ረ.ሌላ ካለ ይገለፅ _____

2.7 ስልጠናውን የሰጠው አካል ማህደረ ተግባርን በተመለከተ በቂ እውቀት አለው ብለው ያስባሉ?

ሀ. አለው ለ. የለውም ሐ. ምንም ሀሳብ የለኝም

2.8 ማህደረ ተግባርን በተመለከተ ስልጠና ወስደው ከሆነ ስልጠናው _____

ሀ. ረድቶኛል ለ. በመጠኑ ረድቶኛል ሐ. ምንም አልረዳኝም

2.9 ማህደረ ተግባርን በተመለከተ ስልጠና ካልወሰዱ ወይም ስልጠናው ምንም ካልረዳዎ ማህደረ ተግባሩን እንዲያዘጋጁ የረዳዎት ምንድን ነው? (ከአንድ የበለጠ መልስ መምረጥ ይቻላል።)

ሀ. ስለማህደረ ተግባር አዘገጃጀት የሚገልፅ መጽሀፎችን በማንበብ

ለ. ስለማህደረ ተግባር የሚገልጽ ከኢንተርኔት መረጃ በመሰብሰብ

ሐ. ልምድ ካላቸው ከሥራ ባልደረቦቹ ድጋፍ በመጠየቅና ልምድ በመቅሰም

መ. ስለማህደረ ተግባር አዘገጃጀት ከሥራ ባልደረቦቹ ጋር በመወያየት

ሠ. ከሌላ ት/ቤት ከሚገኙ መምህራኖች ልምድንና ሐሳብን በመቅሰም

ረ. ሌላ ካለ ይገለፅ _____

2.10 ማህደረ ተግባሩን በማዘጋጀት ለመማር ማስተማር ስራ ተጠቅመውበት ያውቃሉ?

ሀ. ተጠቅሜበታለሁ ለ. በመጠኑ ተጠቅሜበታለሁ ሐ. አልተጠቀምኩበትም

2.11 ለተራ ቁጥር 2.10 መልስዎ አልተጠቀምኩበትም ወይም በመጠኑ ተጠቅሜበታለሁ ካሉ ምክንያቱ (ምክንያቶቹ) ምንድን ነው (ናቸው)? (ከአንድ የበለጠ መልስ መስጠት ይቻላል።)

ሀ. በማህደረ ተግባር አዘገጃጀት ላይ ስልጠና ያለመኖር

ለ. ማህደረ ተግባሩን ለማዘጋጀት ግልፅ የሆኑ መመሪያዎች ያለመኖር

ሐ. ስልጠናውን ለማዘጋጀት በክልልና በት/ቤት የሚገኙ የትምህርት ባለስልጣኖች ቅንጅት ማጣት

መ. የአሰልጣኞች የማህደረ ተግባር ዕውቀት በማነሱ ስልጠናውን በደንብ ያለመስጠት

ሠ. ከት/ቤቱ አስተዳደር የቀሳዊ ድጋፍ ማጣት

ረ. የሞራል ድጋፍ ማጣት

ሰ. የክፍለ ጊዜያት ጫና በመብዛቱ የጊዜ እጥረት

ሸ. ጠቃሚ ሊሆኑ የሚችሉ የሌላ ሀገር የማህደረ ተግባር ሞዴል ለማግኘት ያለመቻል

ቀ. ሌላ ካለ ይገለፅ _____

ክፍል ሦስት: ማህደረ ተግባር (portfolio) ውስጥ ሊካተቱ የሚችሉ ጠቃሚ ነገሮች

3.1 2.10 ላይ የሰጡት መልስ ማህደረ ተግባሩን አልተጠቀምኩበትም ከሆነ ይህንን ጥያቄ እለፉት።

ባዘጋጁት ማህደረ ተግባር ውስጥ ያካተቷቸው ጠቃሚ ነገሮች ምንድን ናቸው? :: (ከአንድ የበለጠ መልስ መስጠት ይቻላል።)

ሀ. የትምህርት ደረጃን የሚገልጽ ማስረጃ

ለ. የማስተማር ግብና ፍልስፍና መርህ (የአንድን ሰው ባህሪና ተግባርን ለማስተካከል የሚከተሉት እምነትና አስተሳሰብ)

ሐ. የታቀዱ ግቦችን ለማሳካት የሚጠቀሙት የማስተማር ስልትና ዘዴዎች

መ. የምርጥ ውጤታማ ስራዎች ስብስብ

- ሠ. የክህሎት፣ አስተሳሰብና የእውቀትን እድገት መዳበር ማሳያ
- ረ. ሙያዊ እድገትን ማስመዘገቢያ
- ሰ. የተማሪዎች ግብረ መልስ (feedback) ወይም መረጃ
- ሸ. የሥራ ባልደረቦችና የወላጆች ግብረ መልስ
- ቀ. ከሱፐርቫይዘር ወይም ከትምህርት ቤት አስተዳደር የተሰጠ ግብረ መልስ
- በ. በግብረ መልስ ላይ ፅብረቃ (reflection) (ግለ ፅብረቃን ይጨምራል)
- ተ. ራስን መፈተሽ መገምገምና በችግሮቹ ላይ መፍትሄ መስጠት
- ቸ. በተጠቀሱት ግቦች መሰረት የተመዘገቡ መሻሻሎች
- ኀ. በማስተማር ሥራ የተገኙ እውቅና የተሰጣቸው ስኬቶች (ሽልማቶችን ይጨምራል)
- ነ. ሌላ ካለ ይገለፅ _____

ክፍል አራት: በማህደረ ተግባር አስፈላጊነት ላይ የመምህራኑ አመለካከት

- 4.1 ማህደረ ተግባርን በመጠቀም የመምህራንን ብቃት ማሻሻል ይቻላል ብለው ያሳባሉ?
 - ሀ. ይቻላል ለ. አይቻልም ሐ. ማህደረ ተግባር ስለማልጠቀም መወሰን ያቅታል
- 4.2 ማህደረ ተግባር ለመማር ማስተማር ስራ ምን ያህል አስፈላጊ ነው ብለው ያምናሉ?
 - ሀ. በጣም አስፈላጊ ነው ለ. አስፈላጊ ነው ሐ. በጥቂቱ አስፈላጊ ነው
 - መ. በጣም በጥቂቱ አስፈላጊ ነው ሠ. አስፈላጊ አይደለም
- 4.3 በተራ ቁጥር 4.2 መልስዎ በጣም በጥቂቱ አስፈላጊ ነው ወይም አስፈላጊ አይደለም ካሉ በጣም አልስማማም (በ.አል)፣ አልስማማም (አል)፣ መወሰን ያቅታል (መ)፣ እስማማለሁና (እ)፣ በጣም እስማማለሁ (በ.እ) በማለት ፊት ለፊቱ ይህን ምልክት (✓) በማድረግ መልስዎትን ያሳዩ። ለእያንዳንዱ የተሰጠው ዋጋ በ.አል=5፣ አል=4፣ መ=3፣ እ=2 ና በ.እ=1 ነው።

መግለጫ	5 በ.አል	4 አል	3 መ	2 እ	1 በ.እ
4.3.1 ማህደረ ተግባር በእኛ ሀገር ተጨባጭ ሁኔታ ተቀባይነት የለውም					
4.3.2 በማስተማር ሥራ ላይ ማህደረ ተግባርን መጠቀም አስቸጋሪ ነው					
4.3.3 በመምህራኑ ሙያዊ ተግባርና አስተሳሰብ መሻሻል ላይ ጥቅም የለውም					
4.3.4 በተማሪዎች የእውቀት መሻሻል ላይ ምንም አስተዋፅኦ የለውም					
4.3.5 የክፍለ ጊዜ ጫና መብዛት					
4.3.6 የመምህራኖች ለለውጥ እራስን ያለማዘጋጀትና ፍላጎት ማጣት					
4.3.7 የማነቃቂያና የማበረታቻ ሽልማት ያለመኖር					

4.3.7.1 ሌላ ምክንያቶች ካሉ ይገለፁ _____

ክፍል አምስት: በመምህራን ሙያዊ ተግባርና አስተሳሰብ ላይ ፅብረቃ

- 5.1 የማስተማር እቅድዎትን ምን ያህል ውጤት እንዳመጣና እንዳላመጣ ይገመግሙታል?
 - ሀ. እገመግመዋለሁ ለ. አልገመግመውም ሐ. ሌላ ካለ _____
- 5.2 የማስተማር እቅድዎትን እንደገና ማየትና መልሶ መላልሶ መክለሱ ለሥራዎት መሻሻል ምን ያህል ይጠቅማል?
 - ሀ. በጣም ይጠቅማል ለ. ይጠቅማል
 - ሐ. በጥቂቱ ይጠቅማል መ. አይጠቅምም
- 5.3 ማህደረ ተግባርን በመጠቀም የማስተማር እቅድዎትን ለመገምገም ምን ያህል ይረዳል ብለው ያስባሉ?
 - ሀ. በጣም በከፍተኛ ደረጃ ለ. በከፍተኛ ደረጃ ሐ. መወሰን አይቻልም
 - መ. በዝቅተኛ ደረጃ ሠ. በጣም ዝቅተኛ ረ. በፍጹም አይረዳም

5.4 ከግምገማው በኋላ ብዙ መሻሻል የሚያስፈልጉ ችግሮችና ድክመቶችን ነቅሰው አውጥተዋል?

ሀ. አውጥቻለሁ ለ. አላወጣሁም ሐ. ሌላ ካለ _____

5.5 ለተራ ቁጥር 5.4 ጥያቄ መልስዎ ችግሮችን አውጥቻለሁ ከሆነ ለችግሮቹና ለድክመቶቹ መፍትሔ ለማግኘት የጣሩበት የመማር ማስተማር ሒደት ካለ ይግለጹ።

5.6 በመማር ማስተማር ሥራ ላይ ለገጠሙ ችግሮች መፍትሄ ያላገኙ ካሉ ዋና ዋና ችግሮቹ ምንድን ናቸው? መፍትሔ ያላገኙበት ምክንያትስ? _____

5.7 የማስተማር እቅድዎትን ከገመገሙ በኋላ የተገኘው ግኝት ጥንካሬዎትን አሳይቶ ከሆነ ይግለጹ

5.8 ማህደረ ተግባርን ለማዘጋጀት የትኞቹን ስታንዳርድ (ግቦችን) ይጠቀማሉ? (ከአንድ የበለጠ መልስ መምረጥ ይቻላል።)

- ሀ. በሚያስተምሩት ትምህርት ላይ የጠለቀ እውቀት ማካበት
- ለ. የሚያስተምሯቸውን ተማሪዎች አካዳሚክ እውቀት፣ ማህበራዊና አካላዊ እድገትን ማገናዘብ
- ሐ. ችግር ፈችና ተመራማሪ የሆኑ ተማሪዎችን ለመፍጠር የተለያዩ የማስተማር ዘዴዎችን መቅሰም
- መ. የእንዳንዱ ተማሪ ፍላጎትን ለማሟላት የተለያዩ የማስተማር አቀራረብን ማመቻቸት
- ሠ. በክፍል ውስጥ የተማሪዎች ተነሳሽነትና የክፍል አያያዝ አመራር ብቃት
- ረ. የመግባቢያ ክህሎቶችን ማዳበር
- ሰ. የተማሪዎችን ዕውቀትና የስርዓተ ትምህርትን ግብን ባገናዘበ መልኩ የትምህርት እቅድን በብቃት ማዘጋጀት
- ሸ. የተማሪዎች ዕውቀትና የውጤት መሻሻል ምዘና
- ቀ. ሙያዊ ቁርጠኝነትና ኃላፊነትን ማሳየት
- በ. የተማሪዎች ዕውቀትን ለማሻሻል ከተማሪዎች፣ ከሥራ ባልደረቦች፣ ከወላጆችና በአጠቃላይ ከአካባቢው ማህበረሰብ ጋር ግንኙነት መፍጠር
- ተ. ሌላ ስታንዳርድ ከተጠቀሙ ይግለጹ _____

ክፍል ስድስት፡ የመማር ማስተማር ሥራን መመዘን ወይም መገምገም

6.1 ባለፈው ዓመት ስንት ጊዜ ተገመገሙ?

ሀ. አንድ ጊዜ ለ. ሁለት ጊዜ ሐ. ከሁለት ጊዜ ለበለጠ
መ. ተገምግሜ አላውቅም

6.2 የመማር ማስተማር ሂደቱን ማነው የገመገመው?

ሀ. ሱፐር ቫይዘር ለ. ርዕሰ መምህር ሐ. ም/ርዕሰ መምህር
መ. የዲፓርትመንት ተጠሪ ሠ. ሌላ ካለ ይገለጹ _____

6.3 ግምገማው የተካሄደው በምን መልኩ ነው?

ሀ. በማህደረ ተግባር ለ. በክፍል ምልከታ
ሐ. በሁለቱም መልክ በመገምገም መ. ሌላ ካለ ይገለጹ _____

6.4 በተራ ቁጥር 6.3 ከተሰጡት ምርጫዎች ውስጥ የትኛው ይበልጥ የመምህራንን ብቃት ያረጋግጣል ይላሉ? ለምን? _____

6.5 ከግምገማው በኋላ ግብረ መልስ (feed back) ከገምጋሚው ክፍል ተሰጥቶ ነበር?

ሀ. ተሰጥቶ ነበር ለ. አልተሰጠም ሐ. ሌላ ካለ ይገለጹ _____

6.6 ለተራ ቁጥር 6.5 መልስዎ ተሰጥቶ ነበር ካሉ ግብረ መልሱ ምን ያህል ለመማር ማስተማር ሥራ መሻሻል ጠቅሞኛል ይላሉ?

ሀ. በጣም በከፍተኛ ለ. በከፍተኛ ሐ. በዝቅተኛ መ. በጣም በዝቅተኛ
ሠ. ምንም አልጠቀመኝም

6.7 ከሌላ ከትምህርት ተጠቃሚ ክፍል ግብረ መልስ ተሰጥቶ ከሆነ ከነማን ነው? ለስራዬ መሻሻል ጠቅሞኛል ይላሉ?

6.8 በማህደረ ተግባሩ መገምገም በመማር ማስተማር ሥራው ላይ መሻሻል ያመጣል ብለው ያስባሉ?

ሀ. ያመጣል ለ. አያመጣም ሐ. ማህደረ ተግባር ስለማልጠቀም መወሰን ያቅታል

6.9 የተማሪዎችን ክህሎትና ዕውቀት ለመመዘን የትኛውን የምዘና ስልት ይጠቀማሉ?

ሀ. የተለመዱ ምዘናዎችን (ቴስት ወይም ፈተና በተወሰኑ ጊዜያቶች)

ለ. መልመጃዎችን በመስጠት

ሐ. በማህደረ ተግባር ተከታታይ ምዘናዎችን በማካሄድ

መ. ሁሉንም ስልት በመጠቀም

ሠ. ሌላ የምዘና ስልት ካለ ይጠቀስ _____

6.10 የትኛው የምዘና ስልት ተማሪዎችን የበለጠ ለማወቅ ይረዳል ይላሉ? ለምን?

6.11 የተማሪዎች የመማር ሂደትን ለመገምገም በማህደረ ተግባር መመዘን በመማር ማስተማር ሥራው ላይ ለውጥ ያስገኛል ብለው ያምናሉ?

ሀ. ያስገኛል ለ. አያስገኝም ሐ. ማህደረ ተግባር ስለማልጠቀም መወሰን ያቅታል

6.12 በእርስዎ አስተሳሰብ የምዘናው ስልት በምን መልኩ ሊሻሻል ይችላል ይላሉ?

6.13 2.10 ላይ የሰጡት መልስ ማህደረ ተግባሩን አልተጠቀምኩበትም ከሆነ ይህንን ጥያቄ እለፉት።

ማህደረ ተግባርን በመጠቀም የተገኙ ስኬቶች ካሉ በሚከተሉት የመምህራን ስኬቶች ላይ =በጣም እስማማለሁ(በ.እ)፣ እስማማለሁ(እ)፣ መወሰን ያቅታል(መ)፣ አልስማማም(አል) በጣም አልስማማም(በ.አል) በማለት ይህንን ምልክት (✓) በማሳየት መልሶቹን አሳዩ። ለእያንዳንዱ የተሰጠው ዋጋ በ.እ= 5፣ እ= 4፣ መ= 3፣ አል= 2 ና በ.አል =1 ነው።

የመምህራን ስኬቶች	የስኬቶቹ ደረጃ				
	5 በ.እ	4 እ	3 መ	2 አል	1 በ.አል
6.13.1 በሚያስተምሩት ትምህርት ላይ የጠለቀ እውቀት ማዳበር					
6.13.2 ራስን ለመለወጥ ተነሳሽነት መኖር					
6.13.3 የግል ዕብረቃን (self-reflection) ማዳበር					
6.13.4 ግብረ መልስንና ሂስን በአዎንታዊ መልክ መቀበል					
6.13.5 ሙያዊ የሆነ መደጋገፍና እርስ በርስ መማማር					
6.13.6 ተማሪዎችን ለማነሳሳትና የክፍል አያያዝ አመራር ብቃት ለማጎልበት የተቀየሰ አዲስ ስልት					
6.13.7 የተለያዩ የማስተማር ዘዴዎችን መቅሰም					
6.13.8 የተገኘውን ሙያዊ እድገትና ስኬት መመዝገብ					
6.13.9 ችግሮችንና ድክመቶችን ነቅሶ በማውጣት መፍትሄ መፈለግ					
6.13.10 የፈጠራ ሥራን ማጎልበት					

6.13.10.1 ሌሎች ስኬቶች ካሉ ይግለፁ _____

6.14 ማህደረ ተግባርን በመጠቀም የተማሪዎችን እውቀት፣ውጤትና ባህርይ አሻሽያለሁኝ ብለው ያምናሉ?

ሀ.አዎ አሻሽያለሁ ለ. ማሻሻል አልቻልኩም

ሐ.ማህደረ ተግባር ስለማልጠቀም መወሰን ያቅታል

6.15 2.10 ላይ የሰጡት መልስ ማህደረ ተግባርን አልተጠቀምኩበትም ከሆነ ይህንን ጥያቄ እለፉት።

ለተራ ቁጥር 6.14 ጥያቄ መልስዎ ማህደረ ተግባርን በመጠቀም አዎ አሻሽያለሁ ከሆነ በተማሪዎች ላይ የተገኘውን ጥቅም በጣም ከፍተኛ(በ.ከ)፣ ከፍተኛ(ከ)፣ መካከለኛ(መካ)፣ ዝቅተኛ(ዝ) ምንም ጥቅም የለውም(ም.ጥ) በማለት ይህን ምልክት (✓) በማድረግ መልሶቹን አሳዩ።

የተማሪዎች ስኬት	የስኬቶቹ ደረጃ				
	5 በ.ከ	4 ከ	3 መካ	2 ዝ	1 ም.ጥ
6.15.1 በሚማረው ትምህርት ላይ ኃላፊነት ወስዶ ጥንካሬውና ድክመቶችን መፈተሽና ማየት					
6.15.2 ከክፍል ጓደኞች ጋር አብሮ የመስራት ችሎታ ማዳበር					
6.15.3 ለትምህርት የራስ ተነሳሽነትን ማጎልበት					
6.15.4 በራስ መተማመንን ማዳበር					
6.15.5 የሥራ ባህልን ማጎልበት					
6.15.6 የጠለቀ እውቀትንና መረዳትን ማዳበር					
6.15.7 የፈጠራ ችሎታን ማዳበር					

6.15.7.1 ተማሪዎች ያገኙት ሌላ ጥቅም ካለ ይገለፅ _____

6.16 የማህደረ ተግባርን አጠቃቀም ሥራ ላይ ለማዋል ሊጠቅም ይችላል ብለው ያሰቡትን ሒስ ወይም አስተያየት ካለ ይግለፁ _____

አመሰግናለሁ!!

Appendix-C

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE OF EDUCATIONAL RESEARCH

Interview to Sub City Educational Experts and Kebele Education team Leaders

1. How do educational experts (at sub city) implement and evaluate professional development in continuous and planned manner?
2. Do you think that teaching portfolio facilitates the CPD activities? In what way?
3. What support mechanisms are there for teachers to develop teaching portfolios? Was there any training?
4. What was the duration of time provided for the training? Was it adequate?
5. Do you think that such a program helps teachers to develop portfolios?
6. Are models of portfolios used by other countries available? Is that possible to associate the models with our country's style of teaching?
7. Who are responsible in supervising and implementing on the development of portfolios? Do they have adequate knowledge about portfolios?
8. Who are in charge of providing training on how to develop portfolios? Do they have adequate knowledge about portfolios?
9. When did primary school teachers start using portfolios?
10. How do you judge teachers' perception on the requirement of using portfolios? If teachers have negative attitudes towards portfolios, what has been done to change their attitudes?
11. What are the mechanisms in checking the benefits gained in contributing for the quality learning and effectiveness of teachers using portfolios?
12. Were you informed any problems encountered by teachers in using portfolios? What were the barriers in implementing teaching portfolios? What has been done to solve the problems?
13. How are teachers evaluated in classroom?
14. Do supervisors evaluate teachers using teaching portfolios?
15. Which one evaluates teachers' effectiveness better, observation or portfolio, or both?
16. Any suggestions and comments you would like to add for enhancing the implementation of portfolio?

Appendix- D
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH

Interview to Primary School Principals and Vice Principals

1. Does the school set coordinated, continuous professional development (CPD) training? What are the mechanisms in evaluating the CPD activities of teachers?
2. Do you think that teaching portfolio facilitates the CPD activities? In what way?
3. What support mechanisms are used to develop teaching portfolios? Was there any training?
4. What was the duration of time provided for the training? Was it adequate?
5. Are there any models of other countries' portfolios which have helped teachers to develop theirs? Is that possible to associate the models with our country's style of teaching?
6. Who are responsible in supervising and implementing on the development of portfolios? Do they have adequate knowledge about portfolios?
7. Who are in charge of providing training on how to develop portfolios? Do they have adequate knowledge about portfolios?
8. When did primary school teachers start using teaching portfolios?
9. How do teachers perceive the requirement of using portfolios? If teachers have negative attitudes towards portfolios, what has been done to change their attitudes?
10. What are the mechanisms in examining whether the necessary materials were included in the portfolios and they were prepared well?
11. What are the effects of portfolios have on teachers' effectiveness as well as students' performance?
12. Is there a staff room climate in which teachers are encouraged to discuss their work? Do teachers share ideas or problems about portfolios with colleagues without fear?
13. Are there any teachers who have not yet developed teaching portfolios? What are the reasons? What has been done to help them develop portfolios?
14. What were the barriers in implementing teaching portfolios? What are the major problems? What has been done to solve the problems?
15. How are teachers evaluated in classroom?
16. Which one evaluates teachers' effectiveness better, observation or portfolio or both?
17. Would you recommend any comments and suggestions to facilitate the implementation of portfolio?

Appendix-E

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

INSTITUTE OF EDUCATIONAL RESEARCH


Questions to Focus Group Discussion to Key Teachers

1. In what way teaching portfolio facilitates the CPD activities?
2. What do you think of the training about portfolios provided to you and teachers?
3. How is the requirement of portfolios perceived by teachers? What are their reasons for being negative towards portfolios? What has been done to change their attitudes?
4. What are the mechanisms in examining the benefits gained after the development of portfolios? Examples of things teachers did differently after using portfolios.
5. Are there any teachers who have not yet developed teaching portfolios? What are the reasons? What has been done to help them develop portfolios?
6. What are the major factors that hindered teachers' efforts in applying teaching portfolios? What has been done to solve the problems?
7. Would you recommend any comments and suggestions to facilitate the implementation of portfolio?

DECLARATION

I confirm that this thesis is my original work and has not been presented for a degree in any other university and that all sources of material used for the thesis have been duly acknowledged

Genet Tekle Entura

Signature  _____

Date of Submission 6 Jul 2009

This thesis has been submitted for examination by my approval as a university advisor.

Ato Firdissa Jebessa

Signature  _____

Date 6-July-09