

**Addis Ababa University**  
**College of Education and Behavioral Studies**  
**Departments of Educational Planning and Management**

**The implementation of Continuous Professional Development  
portfolio in primary schools of Boneya-Boshe Woreda, East Wollega  
Zone, Oromiya Region**

**BY**  
**Belay Bayissa Abaye**

September, 2018  
Addis Ababa, Ethiopia

**The Implementation of Continuous Professional Development  
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**BY**

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## **Declaration**

First, I declare that this thesis is my original work and has not been presented to any other University. All sources of materials used for this thesis have been properly acknowledged. I have fully granted the University to deposit it at the University library to be made available under rule of library, to produce, preserve, communicate to the public or on the internet and distribute the thesis worldwide for non-commercial purpose provided that accurate acknowledgement of source made.

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Place Addis Ababa University, Addis Ababa

Date of Submission: September, 2018

As Thesis research advisor, I hereby certify that I have read and evaluate this Thesis prepared, under my guidance, by Belay Bayissa Abaye entitled “the practice of CPD portfolio in primary schools of Boneya-Boshe Woreda, East Wollega zone, Oromiya Regional State.”

I recommended that it be submitted as fulfilling the MA Thesis requirement.

Advisor Dr. Zenebe Baraki

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## Tables of contents

Declaration.....	I
Acknowledgements.....	II
Tables of contents .....	III
List of tables.....	VI
List of Abbreviations .....	VII
Abstracts .....	VIII
CHAPTER ONE.....	1
INTRODUCTION .....	1
1.1. Background of the study .....	1
1.2. Statement of the problem.....	4
1.3. Objectives of the study .....	6
1.3.1. General Objective.....	6
1.3.2. Specific Objectives.....	7
1.4. Significance of the study.....	7
1.5. Delimitation of the study .....	7
1.6. Limitation of the study.....	8
1.7. Definition of conceptual terms .....	8
1.8. Organization of the study.....	9
CHAPTER TWO .....	10
REVIEW OF RELATED LITERATURE.....	10
2.1. Continuous professional development (CPD) .....	10
2.2. Concepts of Portfolio .....	12
2.3. Kinds of Portfolio .....	14
2.3.1. Teaching portfolio.....	14
2.3.2. Course portfolio.....	16
2.3.3. Professional portfolio.....	16
2.4. Models of professional portfolio.....	16
2.5. The purpose of professional portfolio.....	17

2.6. Professional portfolio work as means of evaluation .....	18
2.7. Benefits of developing professional portfolio .....	19
2.8. Ways of organizing professional portfolio .....	19
2.9. Contents of Professional Portfolio.....	22
2.10. Skills required for professional portfolio development .....	24
2.11. Design of Effective Portfolio.....	25
2.12. The Audience of Portfolio .....	26
2.13. The Reflective Practice.....	27
2.14. The Contribution of Reflection to Professional Development .....	28
2.15. Portfolio as an Instrument for Reflection .....	30
Table1. Formative evaluation versus summative evaluation.....	34
2.17. Continuous Assessment (CA).....	37
2.18. The practices of teaching Portfolio in Ethiopia .....	37
CHAPTER THREE .....	39
THE RESEARCH DESIGN AND METHODOLOGY .....	39
3.1. Research Design .....	39
3.2. Sources of Data.....	39
3.3. The study population and sampling procedure .....	39
3.3.1. The Study Population.....	40
3.3.2. The Sample population and Sample Size Determination.....	40
Table.2. Summary of Target Population and Sample Population.....	41
3.4. Data Gathering Instrument.....	42
3.4.1. Questionnaires.....	42
3.4.2. Interviews.....	42
3.4.3. Focused group discussion (FGD).....	43
3.4.4. Document.....	43
3.5. Data analysis techniques .....	43
3.6. Ethical Considerations .....	44
CHAPTER FOUR.....	45

4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA .....	45
4.1. Characteristics of the respondents .....	45
4.2. Background information of teacher respondents .....	45
Table: 3 descriptions of respondents by sex and age.....	46
Table: 4 Descriptions of respondents by academic qualification, teaching experience and teaching work load per week in periods .....	46
4.3. Analysis and interpretation of data related to the practices of CPD portfolios .....	47
Table 5: Teachers’ response on access to training on portfolio development .....	48
Table 6: Teachers responses regarding the training program on portfolio .....	49
4.3.1. Teachers self-evaluation on the plan of their teaching in portfolios.....	53
Table 7: Responses of Teachers based on their self-evaluation of work plan through portfolios	53
4.3.2. The Practices of portfolios through standards/goals.....	54
4.3.3. The materials organized in the portfolios.....	57
4.3.4. The merits obtained in improving the evaluation of teachers through portfolios...	58
4.3.5. Factors which affect or contribute the implementation of portfolio.....	59
CHAPTER FIVE .....	61
SUMMARY, CONCLUSION AND RECOMMENDATION.....	61
5.1. Summary .....	61
5.2. Conclusions.....	62
5.3. Recommendations.....	64
References.....	66
Appendix I .....	71
Appendix II.....	77
Appendix III.....	78
Appendix IV .....	79

## **List of tables**

Table: 1. Formative evaluation versus summative evaluation.....	34
Table.2. Summary of Target Population and Sample Population.....	41
Table: 3. descriptions of respondents by sex and ages.....	45
Table: 4 Descriptions of respondents by academic qualification, teaching experience and teaching work load per week in periods.....	46
Table 5: Teachers' response on access to training on portfolio development.....	48
Table 6: Teachers responses regarding the training program on portfolio.....	49
Table 7: Responses of Teachers based on their self-evaluation of work plan through portfolios	53

## **List of Abbreviations**

AAHE: America association for higher education

CA: Continuous Assessment

CETaL: Center for Effective Teaching and Learning

CPD: Continuous Professional Development

CRC: Cluster Resource Center

CV: Curriculum Vitae

FGD: Focused Group Discussion

GEQIP: General Education Quality Improvement packages

KG: Kindergarten

MoE: Ministry of Education

NIED: National Institution for Educational Development

OERI: Office of Education Research and Improvement

OJT: On Job Training

PLC:profession learning community

TDP: Teacher Development Program

TESO: Teacher Education System Overhaul

UNESCO: United Nations Education, Scientific and Cultural Organization.

WEE: Woreda Education Expert

WEO: Woreda Education Office

**Abstracts**

*The researcher's purpose of conducting this study was to assess the practices of CPD portfolio in professional development of primary schools in Boneya-Boshe Woreda. To realize these purposes, five basic questions were asked. To address these questions the descriptive survey design was employed. Five (5) educational office experts, 5 principals and 2 vice principal were selected by available sampling technique and 5 schools and 43 teachers were selected by simple random sampling technique. Quantitative data were obtained through questionnaire from 43 teachers in five primary schools. For interview data it was done with 5 principals and 2 vice principals, and 5 woreda education officers, focus group discussion with 5 lead teachers and also from document analysis. The interview and document analysis were conducted to cross check the information obtained through questionnaires. The quantitative data were organized, tallied, and tabulated and then analyzed by using percentages and descriptive statements. The qualitative data were analyzed as they were understood by the researcher. The results of data analysis' and interpretation indicated that poor training, insufficient knowledge of lead 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 classroom 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. On the basis of these major findings, conclusions were made in chapter five. Finally, recommendations were suggested.*

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter is an introduction to the whole research work in completion entitled: “The practices of CPD portfolio in primary schools of Boneya-Boshe Woreda”. It covers sub-topics on the background of the study, statement of the problem, objectives of the study, significance of the research study, delimitation of the study, limitations of the study. It also provides definition of terms and the overall organization of the study.

#### **1.1. Background of the study**

Education is a total process of human experience through which knowledge, skills, attitudes and values are developed. It is consciously and deliberately planned activities to bring about behavioral change of the learners’. As Kirk (2000) stated the teacher is the major determinant of success of any educational system and in fact the upgrading and improvement of teacher’s knowledge and competence is the priority. In this modern society, the school staff which doesn’t 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 is to keep up with changing conditions. Concerning this, Rubin, (1974) as cited in Genet, (2009) explained that if a teacher prepares to teach by spending certain years at a training institution, 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 is no longer master of his subject and may fill the students with misconceptions because his skills would become out dated within a very short period of 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’ activities.

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. The Ethiopian government has grown concern for the need of teacher's development to be continuous from initial training throughout their careers. 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' 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 (GEQIP) in order to enhance educational quality. Among them Teacher Development program (TDP) 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, 2007b).

In the same way continuous professional development (CPD) is essential to develop the teacher professional knowledge, understanding & skills so as to improve the quality of teaching and learning in classroom (Bolm, 1982 a; 1983 cited Glover and Law, 1996). It incorporates the concepts of education, training, support within a portfolio of activities engaged in by teachers following on from initial teacher certification with the aim of adding to their professional knowledge; improving their professional skills, clarifying their professional values, and enabling their students to be educated more effectively. Diez (1994) proposed three metaphors for thinking about portfolio: mirror, map and sonnet capturing the reflective nature of the portfolios are recognized as tools for teachers to think reflectively about the practice. Teaching portfolios are more & more being assigned as assessment role demonstrated achievement of professional standards.

Teaching as a process of changing behavior and cognition of the learner, demands the relevant pedagogical preparation of teachers. In this regard, the role of teachers cannot be ignored. As Lockheed and Verspoor (1991) and also Yalew (2000) indicated some among many reports that the quality of education rests mainly on the quality of teachers. Teachers must continuously develop and update their range of skills, techniques and knowledge in order to best utilize new curricula and support continuous education reform initiative.

A study of education reform in East Africa has outlined factors like teacher centered and school based workshops, in the class coaching by consultants, supervisor or peers, team planning and problem solving by collegial work groups, action research and classroom visitation and professional study groups as important elements that contribute to the effective professional development of teachers (Anderson, 2002). According to the World Bank (1991) teachers are central to the delivery of education. In the twenty-first century where there is a pressing need for high quality professional development, trying to teach without conceptual thought seems like trying to build house without “a blue print”.

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 step 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 repetitions and low academic out comes (UNESCO, 2006). Ethiopia has also experienced the problems of poor achievement of students, poor performance of teachers and poor quality education.

A new strategy is designed in a way that all those Ethiopian government schools, 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 (2000 E.C). On top of that, one of the major aims of the teachers development program (TDP) is to encourage teachers to take greater responsibility for counting to develop their teaching skills and expertise in CPD and this must be recorded in teaching portfolio. Like other professionals, teachers need evidence of their growth and achievement overtime building portfolio is used as a mechanism for ensuring continuous professional development for the improvement of education. The main purpose of teaching portfolio is to progress the quality of education and to ensure students learning competencies. The portfolio can highlight the teaching knowledge, skills and values of teachers. Therefore, this study attempts to assess teachers’ practice of producing professional portfolio as part of their professional development in primary schools of Boneya-Boshe woreda, East Wollega zone, Oromiya regional state.

## **1.2. Statement of the problem.**

Wolf Whinery & hangerty (1995) cited strong theoretical support for teaching portfolios. Herman & Winters (1994) noted that most published articles on portfolios were not research-based but rather, were conceptual or subjective. Carney (2001) noted that there was little change since the Herman & Winters' survey; carney also points out that a teaching portfolio "could be a theoretical act, a reflective tool, & a credential." As a theoretical act, Shulman (1998) points out that teacher's portfolio is a way of conceptualizing one's practices, can act as a source for teachers knowledge (carney, 2001).

There are many educators who advocate the use of portfolios in education, both with students and teachers. The empirical research, however, is very limited and focuses more on the development of teaching portfolios than on KG-12 grade student portfolios in the classroom. The literature shows many accepted purposes for portfolios, which may make it difficult to research with any precision. Portfolios support reflection that can help students understand their own learning and to provide a richer picture of student work that documents growth over time.

An educational portfolio contains work that a learner has selected and collected to show growth and change over time; a critical component of an educational portfolio is the learner's reflection on the individual pieces of work (often called "artifacts") as well as an overall reflection on the story that the portfolio tells. The use of "portfolio assessment" in education emerged in the late 1980s, primarily in college writing classrooms (Belanoff, Elbow, 1991) to address the needs for accountability: the emphasis on portfolio assessment.

In our country the current government has boarded on the practices of CPD activities to upgrade and update teachers' knowledge, skills& values to improve 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 need 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 on positive impact on the implementation of educational reforms teachers' beliefs and practices and students learning.

On the other hand, 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 program. Unless teachers get involved in the process of CPD to make effective educational improvements, they are not sure how to use portfolios.

The poor quality of education has been apparent in Ethiopian educational system for many years. 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 require delivering the child-centered method needed by the government. The needs of the students are not much cared by teachers and learners are not prepared to be part of a future society. To alleviate this problem, the current government has been trying to resolve by introducing portfolio to strengthen CPD program. Hence, since 2008 (2000 E.C) Ethiopian governmental 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.

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. For this activity teachers should practice in CPD program to develop portfolios. Keeping professional development portfolio can be one of the activities to be performed by participants, in CPD program this activity may be benefit professionals to encourage professional confidence, prepare application for new job and become effective (Day Hall, 1992, Kydd, and et.al. 1996) cited in Feleke (2012) Portfolio also fosters the readiness and competence of professionals. 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).

Ethiopian schools, due to the recent innovation of teaching portfolio development were encountered with many barriers. 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 challenges teachers face while creating them and find the possible solutions to overcome the difficulties of implementation based on the following research questions:

- A. How aware are teachers regarding the use of professional portfolio?
- B. How do teachers perceive the requirement of using portfolios for their own professional development?
- C. How do teachers judge their plan of work in portfolios?
- D. How does portfolio helps teaching practices as a result of using CPD portfolios?
- E. What are the conditions that facilitate/constrain the successful implementation of CPD portfolios?

### **1.3. Objectives of the study**

The main function of schooling is student learning. Teachers are the most important actors in student learning and building their capacity is of paramount importance. This means teachers must continuously develop their knowledge, skills and attitudes if they are to provide quality instruction to their students. Portfolio is, thus, critical to ensuring that teachers keep up with current developments and changes.

The main purpose of this study was, therefore, to investigate the practices of CPD portfolio in primary schools of Boneya-Boshe with a view to finding better and more effective ways of implementing it.

#### **1.3.1. General Objective**

- Assess the practices and challenges of teaching portfolio in primary schools of Boneya-Boshe Worda.

### **1.3.2. Specific Objectives**

- I. To find out the awareness of teachers in using teaching portfolios;
- II. To investigate teachers perception of using portfolios in teaching and learning process;
- III. To assess the teachers judgment on their plan of portfolio work, of their successes and failures;
- IV. To identify the benefits gained in improving the evaluation of teachers and the assessment of students in using portfolios;
- V. To assess the conditions those facilitate/hinder the successful implementation of portfolios;
- VI. To recommend alternative solutions for the existing gaps that constraint the effective use of teaching portfolio.

### **1.4. Significance of the study**

The purpose of this study was to investigate the practice of CPD portfolio in primary schools of Boneya-Boshe Woreda. The researcher's findings related to this study will, therefore, be of great importance to various groups of people as well as organizations.

The findings of this study are significant for teachers how to create teaching portfolio and how to solve the difficulties they face. Similarly help the school principals, CRC Supervisors, woreda education experts to recognize their responsibilities, encouraging, supporting and providing them important feedback about the accomplishment of intended goals and challenges of teaching portfolio and it might provide the necessary guidelines and strategies that enhance the teaching portfolio implementation. It may influence schools to intervene and bring solutions to the observed problems and constraints. Finally, the researcher believes that this study will benefit other researchers who want to carry out research in the same or related topic in greater depth and to learn more about the practices CPD portfolio.

### **1.5. Delimitation of the study**

Schools are highly responsible for the effective implementation of teaching portfolio. Therefore, in most cases this study will emphasize on school factors such as school context and practices of teachers and school administrative bodies. It is also limited only to teaching portfolio practices

which will be provided at school. To make the study more manageable it was delimited to the investigation of the practices of teaching portfolio in professional development in primary schools of Boneya-Boshe Woreda. It was also the researcher belief that, this level is the base for primary education which requires great effort of teachers and administrative bodies to work on the improvement of students achievements.

## **1.6. Limitation of the study**

It is clear that the results of the study would have been more valid, reliable and can be generalized for the whole region or country if the data were obtained from wider population of zone or region. However, since the study was delimited to only one woreda because of financial, time and resource constraints, the findings of the study may not be generalized for the whole region or country.

## **1.7. Definition of conceptual terms**

**CPD:**all learning activities teachers undertake formally so as to maintain update and develop their Knowledge, skills and attitudes in response to the educational needs of students and the general public.

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

**On the job training/OJT:** training employees in their present jobs

**Perceptions:** ideas, beliefs or images teachers and principals have as a result of how they see or understand something.

**Performanceassessment:** Assessment where a student has to demonstrate his level of knowledge and skill (Du Plisses et al., 2003).

**Portfolio:**a collection of materials compiled by teachers to exhibit evidence of their teaching practices, school activities and student progress.

**Practice** - regular acting in the use of portfolio.

## **1.8. Organization of the study**

This study has five chapters. The first chapter deals with the introduction, background of the study, statement of the problem, basic questions, objective of the study, significance of the study, delimitation of the study, limitation of the study and definitions of terms. In addition, the second chapter presents the review of related literature. The third chapter deals about the research methodology. The fourth chapter treats the analysis, interpretation and presentation parts respectively. Finally, the fifth chapter covers the summary, conclusion and recommendation parts of the study. References and appendices were also attached at the end.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. Continuous professional development (CPD)**

Concept of continuous professional Development (CPD) is to mean continuously developing the skills and capabilities of teachers. It helps teachers to perform their work efficiently and this in turn, improves the quality education in general and the quality of teaching in particular (MOE, 2005:19) Bailey and etc. Al. (2002: 183);Getachew (2010) argued CPD to be means and life long career of teachers which will enable them to improve their skill and competency. The definitions given by the above scholars have one crucial thing in common. They all are agreed on continuous professional development activities mainly concerned with the improvement of schools and professional development of individual teachers and the school community as a whole.

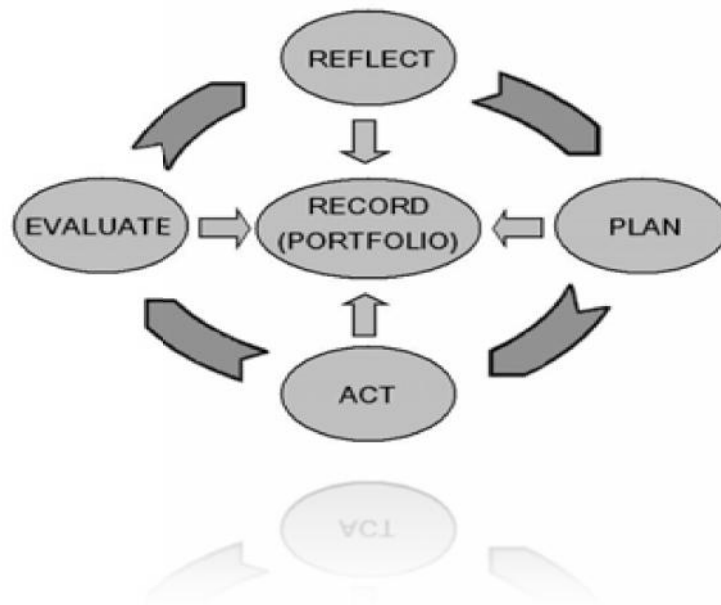
According to the MoE (2004) CPD programs of teachers are recognized as one of the key factors that contribute to the improvement of quality education. It can also be defined as a lifelong learning that is initiated in teacher education institutions, refined in the teaching experience through professional 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.

According to the Perraton et al. cited in UNESCO (2006) 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.

Continuous Professional Development 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”. 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. Continuous professional development is a career long process of improving knowledge, skill and attitude centered on the local context and particularly in the classroom practice. Continuous professional development goes beyond the term “training” and it encompasses the wide range of activities including formal and informal means of developing workers professionally and it will bring the improvement of their own practice (MOE, 2003:)

CPD is an ongoing cyclical process of reflecting on practice and assessing of knowledge and skill gaps (identify learning needs), planning on actions required to meet those learning needs, implementing the learning plan and evaluating the effectiveness of their learning. This means individual practitioners reflect on their practice and assess their knowledge and skills, identify learning needs and then create a personal learning plan; implement the learning plan, finally evaluate the effectiveness of the educational interventions and the plan in relation to their practice. In all these cases, teachers maintain a record of their activities. Central to the CPD cycle is the practitioner’s personal portfolio. This cyclical process is represented in the diagram below.



## **2.2. Concepts of Portfolio**

A portfolio is a selection of work gathered over a period of time and used for assessing performance or progress. Portfolio for professional development is a record of all CPD activities carried out by teachers. It is a comprehensive record of teachers' professional roles and is much like a professional diary or transcript. In this stage participants keep records of all CPD activities completed and provide that documentation when required. The activities are documented for evidence of competence, for appraisal of planning, action and systemic evaluation to review and inspection. In each process, documentation of personal portfolio is an integral aspect of CPD. According to CPD Framework (MoE, 2009), maintaining a personal portfolio is one of the CPD methods used to facilitate professional development. The maintenance of a CPD Portfolio is good practice for all teachers, regardless of their experience or aspirations.

According to MoE (2009b) it is clearly stated that each teacher is required to keep a portfolio of CPD activities. Therefore, in order to know your progress as a practitioner, you should develop a portfolio up on which you can vividly indicate the strength and weaknesses of your practice. Portfolios are used for different purposes and vary in the way they are designed and constructed. Most portfolios are built up over a period of time, though even this may vary in length, with some portfolios created in a concentrated way over a short period of time, often as part of a programme of study, while other portfolios are maintained and regularly updated as the practitioner moves through his/her career. However, a professional portfolio is not a random collection of material and artifacts. It should include items relate to what the practitioner sees as important in the development of his/her practice; whether it is in a classroom, seminar room, school or wider educational setting. As Wolf (1996, 34) states, "Although Portfolios can be time consuming to construct and weighty to review, they also can capture the complexities of professional practice in ways that no other approach can. Not only are they an effective way to assess teaching quality, but they also provide teachers with opportunities for self-reflection and collegial interactions based on documented episodes of their own teaching."

According to Cambell et al. (1997), a file folder, box or any durable and expandable container can serve as a 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.

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". It is 'tangible evidence of the wide range of knowledge, dispositions and skills that are possessed as a growing professional.

The teaching portfolio is a collection of work produced by a teacher. Just as an artist uses a portfolio of collected work to illustrate his/her talents, a teacher portfolio is designed to demonstrate teacher's talents (Doolittle, 1994). "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.

Scholars 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." (p. 174) 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 change 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.

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

### **2.3. Kinds of Portfolio**

As different scholars stated there are different types of portfolios that teachers might prepare. However, according to American Association for Higher Education (2005) portfolios classified in to three categories. These include: Teaching portfolio, Course portfolio and Professional (Scholar) portfolio.

#### **2.3.1. Teaching portfolio**

Teaching portfolio is highly individual, like a finger print. It reveals the broad range of teaching skills, abilities, attitudes and philosophies. There are no two portfolios that are exactly alike. Neither is there a real formula for preparing a portfolio. The content differs from one teacher to another. A brief portfolio work is a process of philosophizing one's own teaching, developing it and evaluating it with students and colleagues. It describes and documents multiple aspects of teaching ability. These are divided into two (i.e. formative and summative portfolio).

A. Formative portfolio is created for the purpose of personal and professional development. Because teaching experience changes as teachers' careers progresses, 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.

B. Summative portfolio is created for the purpose of applying for an academic job or for promotion and tenure.

*There are at least two important dimensions in the teaching portfolio.*

- I. **Personal portfolio:** Includes a large file of documents manifesting the professional expertise of a teacher. Again it includes all teaching documents that have accumulated during the years; classroom materials, course syllabi, examination questions and grading practices, plans and goals for teaching, self-evaluation, teachers diaries evaluation sheets from students, statements from colleagues and students honors or other recognition, invitations to other campuses, documentation of teaching activity (certificates, testimonials, reports), video tapes on teaching, evidence of students learning results (student scores, essays, reports, laboratory work books, publications, etc.).
- II. **Sample portfolio:** Is only a minor part portfolio work it is not possible to prepare a well-documented sample portfolio without developing and evaluating the teaching and doing the personal portfolio work. The sample portfolio is a vehicle for institutional recognition of the teaching position. It is a combination of documents and other materials highlighting the teachers' classroom teaching and suggesting its scope and quality. It can be used as evidence on teaching effectiveness.

*There are at least three affecting elements in the process of portfolio work. They are:*

1. Writing - is the best method for explicit thinking and a good way to realize the power of one's own teaching, but also reveal problems in it.
2. Philosophizing teaching- there are many teachers who have not really thought about their teaching before portfolio work. Writing the personal teaching philosophy forces teacher to think about the basis of his/her teaching.
3. Evaluation data- helps to notice problems in teaching and to find the direction to improve it. Already the process of portfolio work itself acts as a stimulant to self-improvement. It stimulates reflection on teaching performance.

*The function of teaching portfolio is:*

- To improve teaching performance (methods) and practice.
- To develop teachers own professional expertise.
- To help teachers self –reflection.

- The most innovative and promising teaching improvement technique.
- An excellent self-assessment tool for teachers.

### **2.3.2. Course portfolio**

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.

### **2.3.3. Professional portfolio**

- It's a record of goals, growth, achievement and professional attributes developed over time and in collaboration with others.
- Illustrates goals and development overtime and not simply the highest level of achievement
- For teachers thoughtfully organized collection of artifacts that illustrates professional status, pedagogical expertise, subject matter knowledge, knowledge of learning process, and professional and personal attributes that contributes to teaching.
- Is intended to connote a fusion of process product.
- Development involves the complex processes of self and collaborative evaluation.
- Is a structured and thoughtfully organized collection of artifacts which illustrates skills and abilities, substantiated by samples of student work realized through reflective writing, deliberation and conversation with peers, teachers and faculty (Shulman, 1998).
- Again it 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.

## **2.4. Models of professional portfolio**

There are different types of professional portfolios used in continuing development of educational practitioners. Some portfolios are very structured while others are far looser in their design and contents.

Sometimes there are clear guidelines to which the practitioner must adhere; whereas some other times, practitioners are allowed to determine the size, scope, format and contents of the portfolio. There are advantages and disadvantages to both structured portfolios and to more open-ended portfolios.

A. *Close-ended portfolios*; Portfolios with prescribed structures are evident in programmes leading to a professional qualification or an academic award where the portfolio forms part of the assessment of these programmes. Increasingly these programmes use a competence based framework or standard and the portfolio is the means to demonstrate the achievement of the areas of practice specified in a particular framework. The guidelines are useful in helping you design the shape and scope of your portfolio and helping you to plan the activities you must undertake and decide how to gather the relevant evidence. However, such tight guidelines can also be limiting as there is little scope for you to examine areas of practice and to add materials that have a special significance for your development within your professional context.

B. *Open –ended portfolios*; at the other end of the continuum, with open-ended portfolios, the choice is very much shaped by what the practitioner sees as meaningful and important. This is a considerable strength of this type of portfolio because it allows you to decide the scope in exploring and presenting what you see as meaningful and what you regard as your strengths and successes. However, this greater flexibility makes the task of designing and building a portfolio more complex. These types of portfolios are more challenging because you are being asked to make decisions about what you see as relevant and important to your development or to your practice. Some practitioners might see this as daunting while others will enjoy the challenge.

## **2.5. The purpose of professional portfolio**

The Ethiopia ministry of education urges every teacher to develop a professional portfolio and to record any CPD related activities. Some of the purposes of keeping professional portfolio as indicated by MOE 2009 are stated here under;

- Creates a sense of achievement
- Builds self-confidence
- is an opportunity to conduct an in-depth self-evaluation
- develops skills of reflection
- develops greater awareness of the context of work
- promotes thinking about where to go and what to improve
- strengthens understanding of any development for practitioners
- Gives more rigors in analyzing one's own practice
- creates a sense of own journey as a professional
- shapes to be more critical
- allows to appreciate successes
- helps to know and be confident about own strengths
- Enables one to think about his/her practice and ways to develop.

## **2.6. Professional portfolio work as means of evaluation**

According to Tucker et al. (2002), 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).

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, positional 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 met cognition (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).

## **2.7. Benefits of developing professional portfolio**

Professional portfolio has a number of advantages for individuals to improve their practices. As already mentioned, designing and building a professional portfolio is a powerful means of planning, enhancing, reviewing and improving practice. Here are some of the benefits of producing a professional portfolio as identified by different practitioners.

- It evaluate the effectiveness of teaching and record successful lessons and new ideas
- It analyses students' performance and provide reliable evidence of their achievements
- It identifies problems experienced by individual students, groups or classes and plans the next steps to support them.
- It reflect on teachers' personal interactions with students and peers
- It record what teachers learn from other teachers through discussion and peer observation

## **2.8. Ways of organizing professional portfolio**

Professional portfolio could be developed in different ways based on the purpose for which you develop it. There are three possible ways of organizing professional portfolios. Each of them is discussed here under;

**I. *The first option is organizing the portfolio with due regard to the major standards of learning.***

***A. Commitment to Students and Student Learning:***

Teachers are dedicated in their care and commitment to students. They treat students equally and with respect and are sensitive to factors that influence individual student learning. Thus, teachers facilitate the development of students as contributing citizens.

***Possible artifacts:*** your educational philosophy, goal statements, selected log entries, notes or letters from students or parents, learning guides, questionnaires developed to help you get to know your students – their backgrounds, special interests, talents etc.

***B. Professional Knowledge***

Teachers strive to update their professional knowledge and recognize its relationship to practice. They understand and reflect on students' development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

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

***C. Professional Practice:***

This is where the teachers apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Teachers refine their professional practice through ongoing inquiry, dialogue and reflection.

***Possible artifacts:*** practical evaluations, lesson or unit plans, subject learning guides, rules, evaluation guides, reflections completed during practice, samples of students' work, documentation demonstrating the use of outside experts to support learning.

#### ***D. Schoolleadership***

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

***Possible artifacts:*** certificates of achievement, letters of acknowledgement from higher organ which highlight leadership skills and areas of responsibility, evidence of participation in the school activities (programmes, co-curricular activities, and any work with parents; examples of parent/community partnerships you have established to support learning.

#### ***E. Ongoing Professional Learning***

Teachers recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

***Possible artifacts:*** participation in professional workshops or activities beyond course requirements, participation in a school's PLC meetings during practice teaching, committee work, goals for future professional development etc.

## **II. The second option is organizing your portfolio according to the following four conceptions of teachers and teaching profession**

Teacher as Person - brief biography, highlighting your special talents and your personal philosophy,

Teacher as Professional- lesson or unit plans, evaluation guides, practice reports, etc.

Teacher as Lifelong Learner - involvement in professional workshops, career goals, etc.

Teacher as Community Member - volunteer and committee work etc.

### **III. A final suggestion is to structure your portfolio around a self-designed question that is practice based and professionally relevant**

Some authors such as Freidus (1998), however, suggest structuring your portfolio around a theme instead of question. For instance “The Teacher as Builder of Community”.

#### **2.9. Contents of Professional Portfolio.**

A given portfolio will include a number of mandatory and optional information. That information that must be encompassed in your portfolio includes:

##### ***Section A: General information***

1. Cover sheet and personal details i.e. name, position, school name, date
2. Contents page in the form of a list
3. Your school’s current CPD priorities and your personal CPD priorities
4. Your job description and responsibilities
5. Your CV: a list of your qualifications, training and jobs etc.

##### ***Section B: Performance analysis***

1. Summative examination results from your students, with analysis and strategies you will use for improvement
2. Feedback from lesson observations by your mentor, peer, supervisor or school manager
3. Self -assessment against the criteria in what is Good Teaching?
4. Attendance record

##### ***Section C: CPD related information***

1. Evidence of all CPD activities related to your priorities which you have undertaken during the current academic year
2. Summary of CPD activities and outcomes in the previous academic year
3. Your personal annual CPD plan (PAP) identifying your CPD priorities

4. Your own self-reflection on your progress e.g. evaluations and reflections on the strategies you have used to improve students' learning this year.
5. Annual and (if appropriate) semester performance review reports (MOE, 2011)

***In summary any professional portfolio should include:***

- ✓ Individual CV (personal and professional data and qualifications)
- ✓ Individual CPD Action Plans
- ✓ Evidence of all the CPD activities which have been undertaken by the individual teacher in the last two years
- ✓ Feedback from mentors/facilitators
- ✓ Teacher's self-reflections on progress
- ✓ Annual appraisal reports
- ✓ Examples of examination results with an analysis
- ✓ Examples of lesson plans with evaluations

In addition to the above mentioned mandatory information, there is other optional information that could be included in a professional portfolio. These include:

- ✓ Details of any action research undertaken
- ✓ Attendance certificates for local, regional or national courses/workshops
- ✓ Examples of materials prepared by the teacher as part of CPD activities
- ✓ Reports on classroom observations by peers or line managers/mentors
- ✓ Examples of curriculum development materials prepared by the teacher
- ✓ Examples of audio visual materials prepared by the teacher, if any
- ✓ Examples of assessment tasks and tests written and/or marking schemes developed by the teacher
- ✓ An analysis of the achievement of students in the teacher's classes
- ✓ Awards received
- ✓ Involvement in extra-curricular activities
- ✓ Other evidence of personal development activities undertaken – e.g. Upgrading, Summer School programmes - that are not a part of the mandatory sixty hours.

## **2.10. Skills required for professional portfolio development**

In order to prepare your professional development portfolio, you need to have certain basic skills. Some of them are analysis skill, planning skill and evaluation skill.

### ***1. Analysis skill.***

Once you accept responsibility for learning, the next step for you is to manage that responsibility. The best development will be derived from a properly structured personal development plan, designed for you, by you. This analysis skill therefore, requires you to identify your current competence and the required competence so that you can easily see the gap to be filled by the CPD.

Accordingly, first you need to think about what you want to achieve and determine whether you are undertaking CPD for advancement, or to keep yourself up to date. Consider the needs of your school, and identify any known developments with which you may need to be familiar. This means;

- A. If the purpose of the development plan is to assist in maintaining competency in your existing role, and then there will be two broad categories of CPD events which need to be undertaken; those which provide the opportunity to practice existing skills or techniques and those which will give the opportunity to prepare for changes in your role.
- B. If the purpose of the plan is to increase your knowledge, skills and abilities in order to gain advancement, and then the type and number of CPD activities will need to be wider in scope and greater in number.

### ***2. Planning skill.***

After you identified the competence gap in your practice, the next step is planning how to undertake the CPD. In the planning activity, there are four stages;

#### ***1. Setting your goals and objectives.***

Including personal goals with professional goals can be a useful reminder that no one works in isolation and that personal and professional achievements are often interrelated.

Once you have identified your goals, consider the relative priorities for each one, as some may be long term and it could be too soon to take specific action on these. Nevertheless they need to be considered, because your short or medium term goals may be linked to their ultimate achievement.

## II. *Carrying out a personal needs analysis*

This process involves you identifying your present knowledge, skill and abilities and strengths and weaknesses. Begin by listing the identifiable qualifications or competencies and then move on to those personal qualities.

## III. *Identify your needs*

It is important when you are setting the skills required, that the level is properly identified.

In some ways this is the most objective part of the planning process, since it is possible to gather information from a wide variety of sources.

## IV. *Determine the gaps with the existing skill*

Since you have already identified the gap in skill the final stage is to produce a list of your development needs which fill these gaps.

The list of development needs is the true measure of your CPD needs. The statements should specify exactly what must be achieved and it is important to record them in the development plan.

## 3. *Evaluation skill*

The evaluation skill is another important skill for the development of your portfolio. As you carry out your CPD you need to frequently reflect on your practice and assess whether the gap in your skill is being filled. Generally, you need to evaluate the success of the CPD in filling the competence gap you already identified and include in your portfolio.

## **2.11. Design of Effective Portfolio**

An effective portfolio should be well documented and organized. A teaching portfolio should be selective, representative, and structured.

### *A. 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 important.

### *B. 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?

#### *I. Structured*

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 documents and describes 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.

## **2.12. The Audience of Portfolio**

Teaching portfolio is expected to be reviewed by supervisors, 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 advanced 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).

Information contained in portfolio will be reviewed by individuals who will be assessing teachers' performance and measuring accountability

### **2.13. The Reflective Practice**

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.

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 expected 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.

According to Schon (1987, 1992 cited in Moon, 1999) identified reflection-in-action and reflection-on-action in the form of reflection. 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, verbal or non-verbal 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. Reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice. Reflection practice may also imply the general orientation of being reflective (Schon 1996, cited in Ferraro, 2000).

According to Ferraro, (2000) 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.

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.

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

#### **2.14. The Contribution of Reflection to Professional Development**

According to Ferraro (2000) 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.

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 system.

Ferraro (2000) explained 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 instrument for a teacher and is the heart of effective teaching. Asuzat, 1998 cited in Ferraro (2000) 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.

According to Allington and Cunningham (2002) 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.

## **2.15. Portfolio as an Instrument for Reflection**

Doolittle, (1994) described that an objective 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. 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 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 wants them to learn it, it is 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).

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 (Campbell et al. 1997).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 (Hall 1997 cited in Kydd et al., 1977).

According to Moon (1999) 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, who 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.

Hurst et al., (1998 quoted in Ferraro, 2000) stated that, 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 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. A teaching 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 or 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 portray.

As it was also suggested that each artifact be accompanied by a brief, identifying explanation include, for instance: title of the artifact, date produced, and 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.

## **2.16. Portfolio as a tool for contributing Collaboration**

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.

The teaching 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 (Tucker et al. 2002).

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. Allington and Cunningham (2002) identified 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.

As Tamene (2009) described portfolios are collections of work that are reviewed against present criteria to judge a program / teachers activities. 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. Approaches of evaluation can be seen as formative vs. 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 forevaluating performance. Formative evaluation is also used to improve, to understand strengths so as to increase them or to isolate weaknesses to improve.

**Table1. Formative evaluation versus summative evaluation**

Formative evaluation.	Summative evaluation.
<ul style="list-style-type: none"> <li>• It is intermediate evaluation.</li> <li>• Primarily prospective Provides opportunity to reflect on meaning of past achievements</li> <li>• Develops habits</li> <li>• Shapes direction of professional development</li> <li>• Analyzes strengths &amp; weaknesses towards improving</li> <li>• Provides information about the progress</li> </ul>	<ul style="list-style-type: none"> <li>• Over all instructional effectiveness</li> <li>• Primarily retrospective</li> <li>• Documents evidence of regular formative evaluation</li> <li>• Documents habits</li> <li>• Shows results of such attempts</li> <li>• Documents achievement</li> <li>• Done at the end of the instructional unit and documents evidence</li> </ul>

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

As Campbell et al., (1997) 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. Hall, (1997 quoted in Kydd, et al., 1997) identified 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 .

As scholar-teacher, one should be a central actor in reviewing and presenting his/he 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. 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 national institute for educational development (1999) stated the concern of education 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. According to Office of Education Research and Improvement (1993), 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. In this way, Kubiszyn and Borich (2003), 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) defined 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.

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 or 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. As OERI (1993), 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) defined; 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. As explained in Meisels et al., (2002), an important aspect of interpreting each child's work understands 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.

### **2.17. Continuous Assessment (CA)**

Continuous assessment (CA) is a systematic way of finding out how well a student has learned a given objective. 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. 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 (NIED, 1999).

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. 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.

### **2.18. The practices of teaching Portfolio in Ethiopia**

Many developed and developing countries require teachers to keep a professional portfolio. For example in South Africa educators must maintain a portfolio recording all their professional development activities. In the UK portfolios are used for many purposes including passing the induction year, reviewing teachers' performance and therefore progress on the career ladder.

The current Ethiopia government Ministry of Education requires all teachers to develop a portfolio to help deliver quality education in Ethiopia. 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. It is intended by the current government that new deployed teachers must complete a two year induction program 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 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).

As stated above, 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 practice the profession of teaching. It is intended that evidence of performance in a portfolio is one of the requirements before issuing teacher certification. As MoE (2007), 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. 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 leaning.

## **CHAPTER THREE**

### **THE RESEARCH DESIGN AND METHODOLOGY**

The effectiveness of any research study depends upon the correctness and effectiveness of the research design and methodology employed. This chapter presents the methodology that this study followed. It explained the research design; population; sample size, sampling techniques and procedure; data collection instruments; the research procedure that was followed; the data analysis methods employed, and finally ethical considerations.

#### **3.1. Research Design**

In order to achieve the objectives of this study, a descriptive survey research design was used. This design was appropriate for this study because the researcher collected data from primary school teachers, principals, and Woreda education experts in order to investigate the practice of CPD portfolio in primary schools of Boneya-Boshe Woreda.

The researcher of this study used the descriptive research design for two main reasons: firstly, descriptive design helps the researcher to obtain current information concerning the practice of CPD Portfolio in primary schools of Boneya-Boshe woreda. Secondly, it allows the researcher to use both the quantitative and qualitative methods. The use of these types of research methods is known as mixed-methods research.

#### **3.2. Sources of Data**

The primary data for this study were gathered from participants consisting of teachers, lead teachers, school principals, vice principals, Woreda education experts, CPD documents, school records, staff meeting minutes, and portfolio of teachers that helped the researcher to achieve the goals of the study.

#### **3.3. The study population and sampling procedure**

In this section, the study population, samples considered and the sampling techniques used for selecting the samples are briefly discussed.

### **3.3.1. The Study Population**

In Boneya-Boshe Woreda the primary schools of the study area were administratively divided into five CRC and each CRC had five to six primary schools. The population of the study consisted of all primary schools in the Boneya-Boshe Woreda, all teachers, principals, vice principals working in the primary schools, and Woreda education office experts who were in charge of staff development at the time of this research study was conducted.

In this regard, the total population of this study consisted all primary schools of Boneya-Boshe Woreda which included 5 CRCs, 28 primary schools, 350 teachers teaching in the primary schools, 35 school principals (which include the main and vice principals of the schools), and 5 Woreda education office experts who were in charge of staff development at the time of this research study was conducted.

### **3.3.2. The Sample population and Sample Size Determination**

When conducting research, it is difficult if not, impossible to study the entire population because it would be extremely costly in terms of time and finance. As a result, researchers use samples as a way to gather data. A sample, according to is part of a population which can be involved in the study to represent the whole population. This means a sample is selected in such a way that the samples represent the larger population from which they are obtained. The first stage sampling involved selecting five primary schools - one primary school from each CRC, assuming that the schools were more or less homogeneous and representative using simple random sampling technique. The schools were selected by assigning consecutive numbers 1 through 5 or 1 through 6, depending on the number of schools the CRC had. In this regard five of the schools were selected using simple random sampling procedure. In these 5 selected schools there were 56 teachers, 5 principals, 2 vice principals and 5 WEO experts who were in charge of staff development at the time of this research study was conducted. The second stage sampling involved selecting teachers. A proportional stratified random sampling technique was employed to determine the number of teacher participants followed by a simple random sampling technique. Stratified sampling involves classifying the population into Categories and then choosing a sample which consists of participants from each category in the same proportions as they are in the population.

In this study, gender was the basis for stratification. Proportional stratified sampling technique was employed to ensure that an adequate number of respondents were gained for each subgroup of interest and a representative sample was achieved - i.e. to ensure that the sample selected had a proportional number of male and female teachers. Simple random sampling technique was chosen because it ensures that each member of the target population has an equal and independent chance of being included in the sample and also from each school the number of sample teachers were selected randomly about 75% (3/4) of the total population had been taken as primary data sources. In addition, available sampling technique was used to select school principals, vice principals and Woreda education office experts had been taken as primary data sources, as presented in table 2, assuming that they had adequate information on the topic because of their positions in the education system.

**Table.2. Summary of Target Population and Sample Population**

Name of CRC	#of schools	Sample Schools	Teachers		principals		Vice principals		WEO experts	
			Population	Sample	Population	Sample	Population	Sample	Population	Sample
Billo	6	Billo-primary	20	15	1	1	1	1	-	-
Hiddigurre	6	Biftubillo	16	12	1	1	1	1	-	-
Laloga	5	Cafekonch	4	4	1	1	-	-	-	-
Bosheqidame	5	Lalistu-konch	8	6	1	1	-	-	-	-
Ifa-argane	6	Sodumika'el	8	6	1	1	-	-	-	-
WEO	-	-	-	-	-	-	-	-	5	5
Total	28	-	56	43	5	5	2	2	5	5

The sample teachers were determined according to their numbers in each of the schools by giving equal chance as shown in table 2 above. In this study a total of 43 copies of questionnaires, were distributed for teachers in five primary schools of Boneya-Boshe Woreda.

This 43 (100%) copies were filled in and returned. Interviews were also conducted with 5 (five) primary schools of 5 (five) principals and 2 (two) vice principal, and 5 (five) Woreda education experts.

Data was also obtained from the portfolios which were prepared by the primary school teachers of the selected schools. Five portfolios were selected in each of five schools - one portfolio from each school, using simple random sampling technique. Again information was collected from one focus group discussion (FGD) which was held with 5 lead teachers at Billo primary school. Lead teachers were not found in four 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 Woreda education experts.

### **3.4. Data Gathering Instrument**

Researchers need to choose the most effective data collection instruments if they are to collect sufficient and usable data in their respective studies. The instrument used to collect data for this study was the questionnaire, interview, focus group discussion; documents of portfolio were the major tools to collect data for the research.

#### **3.4.1. Questionnaires**

Questionnaire is advantageous to gather data from a number of respondents at one place which makes possible an economy of time and expense, and provides a high proportion of usable responses. Based on the research questions and the review of related literature both close and open ended questions were used and some of them were likert type scale with five possible responses.

The questionnaire which was filled in by 43 primary school teacher's focus 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 affect and contribute to the implementation of portfolio.

#### **3.4.2. Interviews**

Interviews are methods of gathering information through oral questioning. It is the process of selecting the required information from interviewees. For this study, semi-structured interview questions were prepared to conduct one-on-one interviews with individual school principals, Vice principals and Woreda education experts to solicit information which would corroborate the data

collected through questionnaires. The researcher preferred one-on-one interview to focus group discussions as he found it difficult to bring participants from multiple locations to one location. It was not possible to convene (call together) experts in one place.

### **3.4.3. Focused group discussion (FGD)**

Focused group discussion is employed to bring about changes in the group and its members as a result of the direction and intensity of the discussion. It can further provide valuable information about groups' manipulation & opinions of the group members.

The focus group discussion was held to strengthen the questionnaire and interview responses. FGD was conducted with Billo primary schools lead teachers to examine the participants view and the general impression of the participants on the development of portfolio. It contained 5 (five) individuals and was considered that they had adequate information about teaching portfolio. This helped the researcher to gather qualitative data from individuals through focus group discussion.

### **3.4.4. Document**

Documents refer to teachers' portfolios were analyzed with the aim of supplementing the data obtained through questionnaires and interviews. The researcher tried to find out what have been included in each teacher's portfolio and how the artifacts have been selectively placed with in each of the standards. Already from 5 primary schools 5 sample portfolios from each school were selected to assess the implementation of developing portfolios.

## **3.5. Data analysis techniques**

The data were analyzed using both qualitative and quantitative methods. The interview and FGD were analyzed qualitatively. The qualitative data were organized and analyzed into meaningful information by using appropriate instruments based on the research problems. The 1<sup>st</sup> step in qualitative approach to analyze data is to have interview and FGD write out on note book. 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

way. Finally, the major findings of the study were reported and realistic and appropriate recommendations were forward.

### **3.6. Ethical Considerations**

Ethical considerations play a major role to deal with concerns that the respondents have about the research topic and their responses. The main ethical principles that were considered in conducting this research study were obtaining informed consent.

Based on the principles, the researcher first secured permission from the school management by producing letter of cooperation, requesting permission from the school principals. Participants were also informed about the purpose of the study and reinforced with them that they would be protected from any harm and discomfort by treating all data confidentially. The researcher assured respondents that the files and documents which may contain sensitive information would be kept confidential. In general, the researcher obtained informed consent from both the schools and individual respondents by informing them the purpose of the study and told them that participation was voluntary. In other words, before starting collecting data the researcher assured participants that the information they would supply be safe-guarded and would not be disclosed to the public in a way that it could identify them. That means any information they would provide be kept strictly confidential and would be used for research purposes only. Analysis would be done using codes for security reasons. Confidentiality is always an important consideration when collecting data for evaluation.

## **CHAPTER FOUR**

### **4. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

In this chapter the researcher deals with the presentation, analysis and interpretation of data gathered from selected population (i.e. teachers, key teachers, principals, vice principals and woreda education officials) through questionnaire, interview, focus group discussion and analysis of documents of the schools.

Most of the data gathered were analyzed by using tables followed by discussions. For the sake of convenience, related questions were treated together. Responses from the interviews conducted with the school principals, vice principals, and woreda education experts were combined to support the data obtained from primary school teachers.

#### **4.1. Characteristics of the respondents**

As it was described in chapter three (3), the main subjects of this study were primary school teachers, key teachers, principals, vice principals, and woreda education office experts.

The data about the general characteristics of the questionnaire respondents based on sex, age, education level, teaching experience and teaching loads are clearly described. The other areas focused on the research questions.

#### **4.2. Background information of teacher respondents**

As it was already described in chapter 3, the large number of data sources for the study was sample teachers selected from five (5) primary schools of Boneya-Bohe woreda. Some of the characteristics of these data sources as indicated by respondents in the questionnaire are shown in tables below.

**Table: 3 descriptions of respondents by sex and age.**

	Sex			Age			
	M	F	Total	18 – 29 years	30 – 49 years	50 & above years	Total
<b>No</b>	28	15	43	25	17	1	43
<b>%</b>	65.2	34.8	100	58.1	39.5	2.4	100

As it is shown in table 3 above of the total 43 respondents 28(65.2%) were males, while 15(34.8%) were females. The analysis shows that the majority of the teachers in the primary schools of Boneya-Boshe woreda covered by the study were males. The result showed a dominance of males over their female counterparts among the respondents. The fact that the male teachers be more than their female could be an indication of predominance of men in the teaching profession in the woreda. and opinion was collected from both sexes. This helps to incorporate ideas, beliefs and interests of both sex groups.

As indicated above in the age distribution the respondents were found between the three (3) age intervals. These categories are 18-29, 30-49 & 50 & above years of age which constituted, 25 (58.1%), 17 (39.5%) & 1(2.4%) of the respondents respectively. This shows the majority of teachers are in the range of 18-29 years. This means the teachers were young adults and were expected to be energetic to carry out their roles more effectively.

**Table: 4 Descriptions of respondents by academic qualification, teaching experience and teaching work load per week in periods**

	Academic qualification				Teaching experience						Teaching work load per week in periods			
	<i>Diploma</i>	BA/ BSC	M A	Tot al	1-2 years	3-5 years	6-10 years	11-29 years	30 & above	Tota l	15 & Below	16-20 Periods	21-30 Periods	Tota l
<b>no</b>	27	16	-	43	6	10	12	14	1	43	3	13	27	43
<b>%</b>	62.8	7.2	-	100	13.9	23.4	27.9	32.5	2.3	100	6.9	30.3	62.8	100

As indicated in table 4, out of the total 43 respondents, as regards to Educational level 27(62.8%) were Diploma holders, 16(37.2) were first degree holder. Regarding to the sample teachers experience, 6(13.9%) are inexperienced teachers, 10(23.4%) have worked as teachers for 3-5 years, 12(27.9%) have been teachers for 6-10 and 14(32.5%) of experienced teachers are also included in the questionnaire who have taught between years of 11 and 30. Concerning to

the teaching loads, 3(6.9%) have had only 15 periods and below per week, 13(30.2%) have 16-20 periods every week to teach. Again 27(62.8%) have also loads of 21-30 periods per week. This implied that, 27 (62.8%) of the sample teachers are in teaching work load per week in periods.

### **4.3. Analysis and interpretation of data related to the practices of CPD portfolios**

This part deals with the presentation and analysis of data related with practices of teaching portfolio in professional development. The data were analyzed based on the responses obtained by the methods of quantitative and qualitative, the researcher used throughout the study made the findings more visible.

#### **i. Access of training in portfolio development**

Regarding question 2.1, the sample teachers were asked to determine whether teachers have participated in CPD program or not. Thirty nine (90.7%) respondents of teachers involved in CPD program and the rest of 4 (9.3%) didn't participate in CPD development program. The view mentioned above was supported by woreda education experts, vice principals and principals through interview questions. They confirm 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 principal have investigated what has been said and decided at the observation through check list. In the same manner the woreda education experts also observed the schools and checked whether the program of CPD has taken place or not.

**Table 5: Teachers' response on access to training on portfolio development**

No	Items	Teachers respondents	
		No	%
1	Were you provided with any training on how to develop portfolio in your school?		
	A. Yes	39	90.7
	B. No	4	9.3
	C. If any specify	-	-
Total		43	100
2	If your response is 'yes' what was the duration of time given to the training?		
	A. less than 8 hours	23	53.5
	B. 8 hours	12	27.9
	C. More than a day and less than a week	4	9.2
	D. A week	2	4.7
	E. More than a week	2	4.7
Total		43	100
3	Do you think that the training delivered was adequate with such time allotted for it?		
	A. Yes	23	53.5
	B. Somewhat inadequate	9	20.9
	C. No	8	18.7
	D. No idea	3	6.9
Total		43	100

As indicated in table 7, 39 (90.7%) responded that there was training on how to develop portfolios and the rest 4(9.3%) 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 43, 23(53.5%) of participants said that it was given for less than 8 hours, 12 (27.9%) for 8 hours, 4 (9.2%) less than a week, 2(4.7%) for a week and 2 (4.7%) of them said more than a week. Though, the majority agreed that there was access to training 23(53.5%) of the participants complained that the training delivered was not adequate since the time given was less than 8 hours. 9 (20.9%) confirmed that it was adequate, 8 (18.7%) said that the training was somewhat adequate but 3 (6.9%) were unable to decide whether it was adequate or not.

According to item questions 2.6 and 2.7 the responses through the questionnaire, those who were in charge of providing the training were woreda educational offices, key teachers and principals. Six(25%) of 24 respondents who selected woreda educational office experts demanded that the responsible body has the knowledge to disseminate the information about portfolio; twelve (50%) of them criticized that he or she has no knowledge to develop portfolio.

The other six (25%) respondents had no idea about the knowledge and the experience of responsible body because the training was only for 8 hours. Five (50%) out of 10 respondents who selected key teachers said that they have knowledge, 2 (20%) said that the responsible body has no knowledge while 3 (30%) could not determine whether he or she has knowledge. From those 9 of the respondents who selected principal, 4 (44.5%) said that he or she has knowledge, the other 2 (22.2%) claimed that he/she has no knowledge and the rest 3 (33.3%) selected ‘no idea’ as they couldn’t determine the knowledge of the responsible body within 8 hours.

As illustrated in table 8, out of the total 35 sample teachers who said that they attended the training, 9 (25.7) of them confirmed that it helped them a lot. Twenty-three (65.7%) said that little was gained from the training; three (8.6%) complained that it didn’t help them to develop portfolios.

**Table 6: Teachers responses regarding the training program on portfolio**

No	Items	Teachers respondents	
		No	%
1	If you have ever attended a training program on portfolio: It helped you a lot	9	25.7
2	Helped you little	23	65.7
3	Didn’t help you at all	3	8.6
Total		35	100

The inadequate knowledge of the trainers was also revealed through the focus group discussion which was help with a small group of 5Billo primary School key teachers. As it was revealed Billo primary school principal through the interview, a one day training was conducted in January 2017(2010 E.C) to discuss about the six educational packages (school improvement program, teacher development program, civics and Ethical Education and information and Communication

technology, curriculum, school administration) and portfolio as part of TDP. The training was given to 12 persons who occupied 5 school principals and 2 vice principal and 5 lead teacher of Billo primary schools. With the training they received, the lead teachers trained all teachers at Billo primary school for one day on how to develop teaching portfolio at school. 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. 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 lead 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 accumulate 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 loss of confidence in focus groups. Eleven respondents provided protest that the training didn't help them and twelve (12) of them declared that there was no training. Generally 23 of them explained how they supported themselves in developing portfolios. Among them 5 respondents said that they have developed the practice by reading different books about portfolios. Seven of the respondents said that they gained experience from their colleagues 6, of them acquired the information about portfolio from colleagues and 5 of the participants shared idea or experience from other teachers in different schools.

Although the lack of clear guidelines in how to prepare portfolios, 27 (62.8%) of the respondents have used portfolios for class room instruction. Among them 6, (13.9%) have used portfolio inadequately. While 19 (44.2%) 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 instance, in Biftu-Billo school, 3 respondents said that they prepared portfolios but the reverse is seen in that school.

Due to this cause the researcher investigated and identified the actual practice of portfolios in researched schools. As three interviewed principals explained almost all teachers prepared portfolios. Very few hadn't prepared because of some mentioned reasons. Two interviewed principals ensured 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.

Despite 25 (58.2%) of the respondents tried to work on portfolio, in three 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 program. In other school, the vice principal tried to see the portfolios using the check list but it was so difficult for him to guide them how to improve the portfolios because he himself did not know how to prepare portfolios well.

At the time of discussion, 5Billo primary school key teachers said that there was no teacher who wasn't involved in the development of portfolios. But, 3 (7%) out of 15 sample teachers were found who haven't properly used portfolios in Billo primary school. As it was described by some respondents, one of the constraints in developing portfolios was that teachers were more tired 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 adapting innovation.

## **ii. The Artifacts of Portfolio**

As indicated in literature 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. Five (11.6%) of 43 respondents said that they were using portfolios but couldn't select any materials their portfolio contained.

Three (6.9%) 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 behavior revealed that few teachers were not honest enough in providing the right response. Eighteen respondents (42%) did not select the teaching goals which are essential in classroom instruction. The other 17 (39.5%) 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 include in the portfolio.

### **iii. Evaluation and Assessment on teaching and learning**

Regarding to the evaluation and assessment of teachers, the causes for selecting portfolio or observation or both methods were forwarded by the respondents. But 9 (40.9%) of 22 participants were unable to reason out why they preferred both portfolio and observation, similarly, 4 (33.3%) of 12 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.

In the cause of using continuous assessment for measuring student's performance were also forwarded by the respondents. 18 (78.3%) out of 23 participants who assessed their pupils using the method of continuous assessment forwarded their reasons of their preferences. The rest couldn't say anything about their selections. Causes were also stated by those who applied all the assessment techniques (common assessments, assignments and portfolio assessment). However, only 8 (66.6%) of 12 respondents gave their reasons. On the other hand 3 of the respondents who were in favor of assignment did not show why they selected their preferences. One of them who supported common assessment didn't give their reasons. Three of them who supported common assessment and assignment couldn't reason out why they selected them. Only 3(33.3%) out of 9 respondents who supported the idea of assessing students' learning through portfolio forwarded their reasons. From the above reasons, it is implied that almost 1/3 of 9 respondents didn't exactly know the value of portfolio in the assessment of students' achievement. Besides this 3 of them didn't differentiate the

portfolios and tests. The responses obtained through questionnaire seemed that the respondents have had better knowledge of understanding about continuous assessment rather than portfolio project.

#### 4.3.1. Teachers self-evaluation on the plan of their teaching in portfolios

Sample teachers were evaluated how they could investigate 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. 37 (86%) of sample teachers responded that they evaluated their plan of teaching. Only 4 (9.3%) confessed that they didn’t evaluate or revised what they had taught. Two (4.7%) respondent omitted the question. In item question 5.2, 30 (69.8%) believed that revising their plan of teaching is great improvement for their work. Ten (23.3%) selected improvement for their revising plan. And also 2 (4.6%) said it helped them slight improvement 1 (2.3%) of them said it didn’t help them to improve their teaching. The respondents were asked how much portfolio has helped to evaluate their plan of teaching.

As illustrated in Table 9 below 6 (14%) selected ‘very high’ 21(48.8%) said ‘high’ 7 (16.2%) selected ‘low’ 4 (9.3%) chose ‘very low’ 2 (4.7%) of them were unable to decide how much portfolio helped them to evaluate their plan. Three (7%) said it didn’t help at all.

**Table 7: Responses of Teachers based on their self-evaluation of work plan through portfolios**

No	Items	Respondents of teachers	
		No	%
1	How do you evaluate your plan of teaching in developing portfolios?		
	A. Very high	6	14
	B. High	21	48.8
	C. Undecided	7	16.2
	D. Low	4	9.3
	E. Very low	2	4.7
	F. Not helpful at all	3	7
	Total	43	100

In general to understand how teachers revised their work, the selected portfolios had been closely examined how they revised and reconsidered of their plan. Only 3 (20%) of 15 teacher revealed the

process how they revised their plan, reconsidered the goals and adjusted new teaching methods to suit the learners' needs and the activities of learners to teach them in effective system. 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. Out of 43 sample teachers 32 (74.4%) said that they recorded their findings and addressed their weaknesses. 11 (25.6%) confessed their inability of addressing the areas that need more work. However, those who said that they recorded their weaknesses could not clearly show the area that needed more, 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.

#### **4.3.2. The Practices of portfolios through standards/goals**

Nine (69.2%) of 13 teachers tried to reveal 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 on artifact support the teacher indetermining where he wants to be and provide his with information about how to get there. As described 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 5 were indicated in the sample portfolios.

Knowledge of subject matter is universally considered an essential for effective teaching and successful learning. The role of the teachers 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 (Campbell et al; 1997). 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 his portfolio. But both of them failed to show that their

knowledge was integrate in the improvement of classroom instruction. Other teacher 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 illustrated 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 develop and can provide opportunities. In two portfolios, it has been observed that interviews were conducted to get information about the problems students encountered. The problems associated with students were falling insensible 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 (materials). Adapting instruction for individual needs has another standard which was selected and recorded by 6 (42.8%) of 14 teachers. The teacher understands how children differ in their development and approaches to learning. These who recorded this standard were able to identify the students in three types, slow, fast and medium learners. Among 6 teachers, only 3(50%) 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 12 students those who couldn't catch up with other students. He formulated group work and motivated the students in preparing teaching aids. He also shared ideas and experience from his colleagues and met parents to discuss about their children learning difficulties. Then these students were supported to make progress by developing tutorial program, and 3 tests were provided.

As it has been recorded, improvement was made in the tests of 9 students. More testing focuses on students' achievement or failure whereas portfolios are particularly more useful as they provide continuous record of pupil's development (NIED, 1999). What have been observed in these 5

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 5 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.

Despite 3(21.4%) 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 5 (27.7%) of 18 sample portfolios. The effective teacher builds positive classroom interactions and he 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 maintain discipline or creating conducive environment is a prerequisite for successful teaching and learning thirteen misbehaving students of grade 8 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.

***To solve the above mentioned problems in the portfolio the following steps were taken:***

1. Some teachers have provided learning materials to the students who have had economic problems.
2. Gaining experience from other school teachers on how they have handled the misbehaving students.
3. Engaging those students in different school clubs.
4. Students were advised to be engaged in work after class.
5. Parents were advised not to engage their children in household chores and other income generating activities.
6. Discussion was held with civics teachers on how to improve these students' behavior.
7. Close follow up activities were made to support those students.

#### **4.3.3. The materials organized in the portfolios**

In each portfolio mostly the materials that were included had also been investigated to analyze whether portfolios have had effects on teachers practiced 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 ultimate standards.

Nine (64.3%) of 14 portfolios have included up dated 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 3 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 3 of portfolios; however, their inability to show the evidences of their achievements clearly was one of the difficulties observed in the portfolio.

As the information obtained 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 nine teachers have shared information about portfolio. There is also healthy and conductive 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.

#### **4.3.4. The merits obtained in improving the evaluation of teachers through portfolios**

Regarding to the evaluation of teachers, respondents were asked how often they were evaluated. In item question 6.1, 29 (67.4%) confirmed that they were evaluated two times. 11 (25.6%) said more than two times & who said only once were 3(7%). 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 13 (30.2%) respondents. Ten (23.3%) were evaluated by vice principal, 4(9.2%) by principal and department heads, 6 (13.9%) by principal and vice principal 3(7%) by vice principal and key teachers, 2 (2.7%) by principal, vice principal and department head, 3 (7%) by principal & 2(2.7%) by department head. Item 6.3 reflects the question if teachers were evaluated either through portfolio or observation or both. Thirteen (30.2%) respondents were evaluated through observation 17 (39.6%) through observation and portfolio, 13 (30.2%) through portfolio.In contrast to the idea of evaluating their teaching through portfolio, the information obtained from the interview by woreda education officials approved that “evaluation through portfolio has not been adopted yet at school, which was unusual”.

According to the information obtained through interviews about the supervision of teachers' classroom practice, 3 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 1 principal said that portfolio was used for inspection purpose with the help of evaluation form'.

Item question 6.4 also presented to the respondents was 'which one shows the teachers' effectiveness better portfolio, observation or both? Why? Twenty (46.5%) sample teachers selected both portfolio and observation 11(27.5%) observation, 7(17.5%) portfolio and 2(5%) of them omitted the question. Four interviewees (1 vice principal, 2 principal & 1 woreda education official) preferred both portfolios and observation for evaluating teachers' effectiveness. As it was explained by these 4 interviewees, both part portfolio 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 woreda education official) to be the best for inspection one of the woreda education official recommended observations as they haven't started adopting portfolio assessment.

#### **4.3.5. Factors which affect or contribute the implementation of portfolio**

Factors that hindered 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, key teachers and interviewees.

#### **I. The challenges of portfolio development**

Interviewed participants in this study were asked to identify barriers that had prevented the implementation of CPD portfolio. The interviewees disclosed that schools experienced challenges in implementing CPD portfolio. Based on the responses of participants, the sample teachers who used portfolios inadequately and didn't develop at all were 20(46.5%). From the responses they

provided it appeared that one of the major reasons for unsuccessful implementation of portfolios as it was reflected by 9 (20.9) of the respondents was unclear guidelines on how to develop portfolios. Ten (23.3%) said that insufficient knowledge of trainers affected them. Inability to find models of other countries portfolio also affected 4(9.3%) 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. Three (6.9%) of the sample teachers expressed that the ineffective co-ordination of the administration also created obstacles to conduct training. Lack of the training affected 3(6.9%) of the respondents. Shortage of resources were also a barrier to 2(4.6%) of them. Lack of moral on the part of the school administrators affected 1(2.3%) of the respondents.

As it was indicated 11(25.8%) of the participants through questionnaire, the other reason for the unsuccessful implementation of portfolio was that of the increased pressure on teachers. Regarding challenges 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 two 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 two of interviewees. Lack of resources and insufficient budget were also the other barriers mentioned by one 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 lead 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 challenges that hindered the practices of portfolios.

## **II. Factors which contribute the implementation of Portfolio.**

On the other hand conditions that facilitate the successful practices of portfolios were adequate knowledge of administrative support, resources, need assessments, common format on portfolio, decreasing the teaching loads, clear guidance, follow up activities, motivation and close supervision were the main factors to ensure the implementation of portfolio.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter consists of three sub sections. The 1<sup>st</sup> subsection deals with the general summary and the major findings of the study. The next part presents conclusions drawn from the findings and the last one presents alternative solutions recommended so as to ease the problems encountered in practices of teaching portfolio.

#### 5.1. Summary

The prime objective of this study was to examine the practices of teaching portfolio in professional development of primary schools teachers in Boneya-Boshe woreda. The study also attempted to meet this purpose research questions related to support how to teachers perceived portfolio, teachers attitudes towards portfolio, practices of portfolio, effect of teaching portfolio on daily activities of primary school teachers and challenges encountered the implementation of portfolio in primary schools were considered. To address the basic questions of the study descriptive survey research method was employed. To achieve the objective, the following basic questions were raised and answered in the study.

- A. How aware are teachers regarding the use of professional portfolio?
- B. How do teachers perceive the requirement of using portfolios for their own professional development?
- C. How do teachers judge their plan of work in portfolios?
- D. How does portfolio helps teaching practices as a result of using CPD portfolios?
- E. What are the conditions that facilitate/constrain the successful implementation of CPD portfolios?

As obtained from the data in studied schools, difficulties such as resistance in adopting teaching portfolio, inadequate training, insufficient knowledge of teachers and responsible bodies, lack of systematic follow-up activities, lack of support and motivation or personal benefits on the part of teachers from educational authorities, lack of commitment and initiative of teachers, the in capability of school administrators and lack of checking mechanisms in carrying the portfolio practices; also lack of condition between teachers and schools administrators and shortage of adequate portfolio materials are highly affecting the effective implementation of teaching portfolio in researched schools.

The findings also indicated that the roles played by teachers, stake holders specially by vice principals, principals, and WEO were very low in teaching portfolio implementation. This has resulted in the failure of the program to attain its aim as it was desired. In addition, the study concluded that the existing incentive mechanisms are not satisfactory to motivate teachers to actively participate in practice of CPD portfolio to improve their knowledge, skills, and attitudes and thereby improve student achievement which is the core business of schools. As stated above due to the lack of teachers' commitment, lack of teachers positive attitudes towards portfolio implementation the practices of portfolio in primary schools of Boneya-Boshe Woreda under the study was below the expectation (the standard required). Hence education is far from achieving the ultimate goals of individual and social development in Woreda.

## **5.2. Conclusions**

- According to the interviewees and participants in FGD, effects have been observed in teachers' practices and students' performance, no sample portfolio except three of them has shown the evidence as respondents also the main problem seen was the inability of showing artifacts (evidences) in their portfolio.
- Considering the knowledge of portfolio development not only most teachers have had unclear guidance of their part in the development of portfolio but all principals and vice principal have no clear idea of portfolio. The majority of the respondents didn't have clear understanding and knowledge in how to develop portfolios. One of the major problems was that key teachers were unable to disseminate information of portfolios to the teachers adequately since they themselves didn't training perfectly.
- Related to the evidences (artifacts) seen in using portfolios in the improvement of students performances and teachers practices, the main problem identified was the inability of showing materials (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. Generally, most of the portfolios haven't presented the materials that led to the achievement of the desired goals concerning this majority of the teachers have not clear idea about the materials or artifacts of portfolios.
- With the respect to roles of stakeholders, it was disclosed that in researched 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 practices 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 constrained the activities of portfolios. The findings indicated that teachers failed to identify their strengths and weakness and revise their plan of teaching.

- In the area of evaluation and assessment, the major difficulty problem which identified in this study was the shortage of understanding and abilities of teachers in identifying the purposes of the evaluation and assessment methods. It is possible to say that some participants didn't know the purposes of the measurements for assessment and evaluation and also the difference of portfolio and tests.
- Regarding to the situations which challenge the practices of the teaching portfolio were 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. Similarly; workloads and shortage of time lack of incentives or rewards, lack of resources, unable to find models of other countries portfolio were the major factors.
- On the other hand conditions that facilitate the successful practices of portfolios were adequate knowledge of administrative support, resources, need assessments, common format on portfolio, decreasing the teaching loads, clear guidance, follow up activities, motivation and close supervision were the main factors to ensure the implementation of portfolio.
- As information obtained from key teachers in focus group discussion, lack of consistency in the preparation of portfolios, lack of assistance from the responsible body of educational officials, lack of awareness and lack of time were some of the barriers which hindered the practices of portfolios. Regarding the materials in portfolio the finding of this study showed that most teachers have not clear understanding about the materials accumulating in portfolio.
- Concerning the perception of teachers attitudes towards teaching portfolio, the resistance has been existed which prevented from implementing teaching portfolio. The reasons for being resistant were the problem of awareness and the extra workloads, had no time, had little interest and lacked commitment in school CPD portfolio activities. The causes for teachers' lack of interest in CPD portfolio activities include: teachers' perceptions of CPD portfolio as a waste of

time, failing to attach less or no benefit/value to the CPD portfolio and lack of time due to heavy workload.

### **5.3. Recommendations**

On the basis of overall study and the conclusion drawn, the following recommendations are suggested. Based on the findings, The recommendations are presented as ‘recommendation for action or practice’ and ‘recommendation for further study’.

- Consistent and well organized trainings arranged for primary school teachers and principals. This is to raise awareness and tackle the problem of negative attitudes towards the portfolio implementation. The training opportunity for the teachers should include in staff trainings, CRC trainings and trainings conducted at WEO.
- School principals, CRC supervisors, WEO experts, and others concerned bodies need to give more emphasis to stimulate teachers’ interest and commitment to make them engage actively in the practices of portfolio. This could be done by providing incentives for teachers like, certificates, career promotion, chances to take part in training, workshops etc.
- School administrators and WEO should take the responsibility of facilitating conditions and providing sustainable support for teachers to implement portfolio effectively. They are able to create learning environments so that teachers can actively participate in practices CPD portfolio. They must create an environment that supports collaboration, provide time for teachers to participate in professional development activities; and recognize, reward, and celebrate the concept of professional development
- The school principals should provide valuable support in various ways such as by allocating budget and creating favorable conditions for teachers to participate in CPD portfolio - provides time for teachers to meet and share ideas with one another and encourages them to make connections across disciplines. As managers, principals should coordinate CPD portfolio activities, schedule time, spaces, and opportunities for teachers to work and learn together and align available incentives with professional development priorities.
- Evaluating the implementation of teaching portfolio contributes much to take contractive measures and find solution for the problems of portfolio implementation. Therefore, it is suggested that stakeholders ought to carry out continuously evaluation of portfolio

practices. This could be done by assessing the implementation of teacher's portfolio persistently.

- There should be qualified and well trained experts at woreda level who able to give support to the overall practice of teaching portfolio to primary school teachers. In addition, MoE should prepare updated portfolio materials and guidelines for the implementation of teaching portfolio that could help the teachers as reference.
- According to the obtained information, supervision was relied on observation to evaluate teachers. Likewise, teachers have still held to common assessment methods to measure their students. It is advisable to link portfolio with observation, other assessment and evaluation methods, like assignments, CA, tests and exams.
- Research studies similar to this one should be undertaken to examine the practices of CPD portfolios for primary and secondary schools in other regional states of the country, as this study was limited to the primary schools of Boneya-Boshe Woreda. Further study could also be conducted in non-government schools.

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## Appendix I

Addis Ababa University

College Of Education

Department of Educational Planning and Management

### Teachers Questionnaire

**Dear Teacher,** The purpose of this questionnaire is to gather information for the study entitled *“The practices of teaching portfolio in professional development”*. This study is conducted from the teachers at Boshe-Boneya woreda primary schools. It is believed that the information provided through this questionnaire will be fundamental to the success of the study. The researcher thus appreciates your free will in giving sincere responses.

**Direction:** - 1. Read the instructions of questions carefully  
2. You need not write your name.

**Instruction:** show your answer by putting tick ( ), marks from the choices provided or writing when required.

#### Part I: Background information about the respondents

- 1.1. Sex      A. Male ( )                      B. Female ( )
- 1.2. Age (in year)    A. 20-24 ( )                      B. 25-29 ( )                      C. 30-34 ( )  
D. 35-39 ( )                      E. 40-49 ( )                      F. 50 and above ( )
- 1.3. Educational level    A. Diploma ( )                      B. First degree ( )                      C. second degree ( )  
D. Other \_\_\_\_\_
- 1.4. Years of teaching service    A. 1-2 ( )                      B. 3-5 ( )                      C. 6-10 ( )  
D. 11-20 ( )                      E. 21-29 ( )                      F. 30 and above ( )
- 1.5. Name of your school \_\_\_\_\_
- 1.6. Woreda of your school \_\_\_\_\_
- 1.7. Grade level (s) you are teaching \_\_\_\_\_
- 1.8. Number of periods in a week \_\_\_\_\_

#### Part II: Training access in developing portfolio

- 2.1. Are you participants of CPD program in your school?  
A. Yes ( )                      B. No ( )

2.2. If your response is “yes” how do you rate the practices of CPD in improving your knowledge, skills and values?

- A. Extensive ( ) B. medium ( ) C. Minimal ( ) D. Not at all ( )

2.3. Were you provided with any training on how to develop portfolio in your school?

- A. Yes ( ) B. No ( ) C. if any specify \_\_\_\_\_

2.4. If your response is “yes” to question 2.3, what was the duration of time given to the training?

- A. less than 8 hours ( ) B. 8 hours ( ) C. less than a week ( ) D. a week ( )  
E. more than a week ( )

2.5. Do you think that the training delivered was adequate with such time allotted for it?

- A. yes ( ) B. somewhat adequate ( ) C. No ( ) D. No idea ( )

2.6. If there was a training program for portfolio, who was responsible for providing the training?

- A. experienced teacher ( ) B. principal ( ) C. vice principal ( ) D. department heads ( )

E. If anyother \_\_\_\_\_

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, how much did it help you?

- A. quite a lot ( ) B. very little ( ) C. didn't help me 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. No ( ) C. I have been using it inadequately ( )

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 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 toads	( )
H. Unable to find models of portfolios of other counties	( )
I. Any other specify_____	

**Part III: Materials included in the portfolio**

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 believes which shape one's attitude and performance)	( )
C. Summary of teaching methods and strategies used to-wards 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	( )

**Part IV: Teachers’ attitudes towards the requirement of using portfolios**

4.1. Do you think that portfolios facilitate teacher’s effectiveness?

- A. Yes ( ) B. No ( ) C. undecided ( )

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

- A. valuable ( ) B. helpful ( ) C. somewhat helpful ( ) D. less helpful ( )  
E. Not helpful at all ( )

4.3. If your response is for A, B, or C, then go to the next table and respond to *choice with a scale of 1= strongly disagree (SD); 2= disagree (D); 3= Undecided (Un); 4= agree (A); and 5= strongly agree (SA).*

No	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					
4.3.8	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. Undecided ( )

5.2 Rethinking and revising your work *help* you for:

- A. Greater 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. Undecided ( )

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. 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. Any other, 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 two( ) D. Never ( )

6.2. Who engaged in evaluating your teaching?

A. principal ( ) B. vice principal ( ) C. department head ( )

D. 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. After you were evaluated, have you accepted any feedback?

A. Yes ( ) B. No ( ) C. if any other \_\_\_\_\_

6.5. 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 ( )

6.6. Have you made any changes by being evaluated through portfolio?

A. Yes ( ) B. No ( ) C. undecided ( )

6.7. 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 \_\_\_\_\_

6.8. Has any change occurred in teaching- learning by evaluating students through portfolio?

A. Yes ( ) B. No ( ) C. Undecided

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

A. Yes ( ) B. No ( )

**Thank You for your cooperation.**

**Appendix II**  
**Addis Ababa University**  
**College Of Education**  
**Department of Educational Planning and management**  
**Interviews toworeda educational office experts**

Date \_\_\_\_\_

Time interview started \_\_\_\_\_

Time interview ended \_\_\_\_\_

1. How do educational office experts 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 training 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 portfolio? 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. Which one evaluates teachers' effectiveness better, observation or portfolio, or both?
15. Any suggestions and comments you would like to add for enhancing the implementation of portfolio

**Thank you for your cooperation.**

## **Appendix III**

**Addis Ababa University**

**College Of Education**

**Department of Educational Planning and management**

**Interview to primary school principals and vice principals**

Date \_\_\_\_\_

Time interview started \_\_\_\_\_

Time interview ended \_\_\_\_\_

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 you 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 portfolio?
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 teaches is encouraged to discuss their work? Do teachers share ideas of 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 development portfolios?
14. What were the barriers in implementing teaching portfolios? What are the major problems?
15. What has been done to solve the problems? How are teaches evaluated in classroom?
16. Which one evaluates teaches' effectiveness better, observation or portfolio or both?
17. Would you recommend any comments and suggestions to facilitate the implementation of portfolio?

**Thank for your cooperation**

**Appendix IV**  
**Addis Ababa University**  
**College Of Education**  
**Department of Educational Planning and Management**  
**Questions to focus group discussion to key teachers**

Date \_\_\_\_\_

Time interview started \_\_\_\_\_

Time interview ended \_\_\_\_\_

No of participant's \_\_\_\_\_

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?

**Thank you for your participation.**