



# In Their Shoes: Teacher Educators' Reframing Portfolio Development from the Students' Perspective

Cari Klecka, Loretta Donovan, and Robert L. Fisher

## Abstract

*This article examines 14 teacher educators' development of standards-based electronic portfolios. The research focused on the participants' interpretation of the standards and how they conceptualized the portfolio development process in relation to their professional practice. For one year, participants interacted around the Association of Teacher Educator (ATE) standards and the development of their electronic portfolios. Findings illustrated that these teacher educators developed their portfolios in individual ways within a community of practice. Yet, they differed in how they viewed the structure of the process. The process of creating the electronic portfolio encouraged reflection on the standards and on how they think about having their students create portfolios.*

The use of portfolios in education is becoming more prevalent. Given the increasing use, definitions of portfolios have expanded to include ideas such as “[a] teaching portfolio is a structured collection of teacher and student work created across diverse contexts over time, framed by reflection and enriched through collaboration, that has as its ultimate aim the advancement of teacher and student learning” (Wolf & Dietz, 1998, p.13). Other definitions characterize the nature of portfolios as public due to the capacity to make visible the learning process (Talbert, 1998). Further, the purpose for a portfolio shapes how a portfolio is defined (Carroll, Pothoff, & Huber, 1996). Despite the differing definitions, a common thread is that portfolios serve as a catalyst for reflection in action, which in turn promotes individual growth (e.g., Talbert, 1998; Zambrana, Velasquez, & Lucerna, 2003; Zeichner & Wray, 2001). The degree to which reflection is fostered also relies upon the specific type of portfolio; such as learning, assessment, employment (Wolf & Dietz, 1998) or teaching (Wright, Knight, & Pomerleau, 1999) and the purpose of the portfolio. Together, the type and purpose define the content and form of the portfolio (e.g., Zubizarreta, 1994).

As teacher educators we are accustomed to asking our students to develop portfolios and, in many cases, the portfolios are electronic (e-portfolios) (Carney, 2006). Now, we are increasingly being asked to submit portfolios ourselves as part of the promotion and tenure process (Wright, Knight, & Pomerleau, 1999). “Student and faculty portfolios are two sides of the same process of reflection, innovation, and continuous quality improvement in the classroom” (Wright, Knight, & Pomerleau, 1999, p. 90). Yet, developing any type of portfolio, much less electronic, presents a new dynamic to the professional landscape that parallels the experiences of our students creating portfolios. Our article focuses on this dynamic through sharing our learning as facilitators of a cohort of teacher educators developing standards-based e-portfolios.

## Context

Portfolios developed in this study were grounded in the Association of Teacher Educators (ATE) Standards for Teacher Educators (<http://www.ate1.org>).

**Table 1: ATE Standards for Teacher Educators**

Standard	Master teacher educators:
One	Model professional teaching practices, which demonstrate knowledge, skills, and attitudes reflecting the best available practices in teacher education.
Two	Inquire into and contribute to one or more areas of scholarly activity that are related to teaching, learning, and/or teacher education.
Three	Inquire systematically into, and reflect on, their own practice and demonstrate commitment to lifelong professional development.
Four	Provide leadership in developing, implementing, and evaluating programs for educating teachers that embrace diversity, and are rigorous, relevant, and grounded in accepted theory, research, and best practice.
Five	Collaborate regularly and in significant ways with school, university, state education department, professional associations, and community representatives to improve teaching, learning, and teacher education.
Six	Serve as informed, constructively critical advocates for high quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions.
Seven	Contribute to improving the teacher education profession.

In 1996, ATE published the first set of standards for teacher educators (ATE, 2006) (see Table 1). These seven standards and their supporting indicators were designed to define the practice and knowledge base of a teacher educator. In 2003, the then president of ATE appointed a Commission on the Assessment of the Teacher Educator Standards to revisit and revise the teacher educator standards. As part of this process, the Commission created the Teacher Educator Standards Cohort (TESC) as a way through which the standards could be examined. The Commission designed TESC with two primary project goals in mind: (1) to facilitate a group of teacher educators who worked together developing e-portfolios and negotiating the standards and (2) to conduct research to create a foundation from which the standards could be revised. We served as project facilitators. Klecka is a Commission member and served as the TESC coordinator who had the primary responsibility for planning meetings and interactions with and among TESC participants. Donovan served as the resource on the technology. In addition, she assisted in the planning and facilitation of the face-to-face meetings. Fisher serves as the Chair of the National Commission under which TESC was developed and was involved in all aspects of the project.

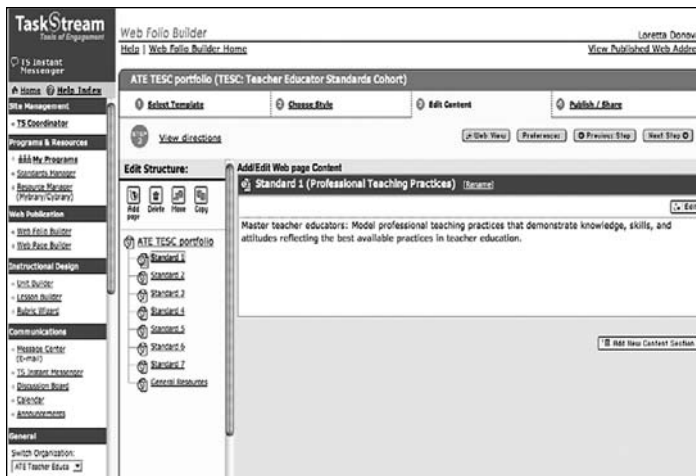


Figure 1: Screen shot of TaskStream portfolio template

To address the first project goal, we designed the cohort to create a network through which participants would develop a common knowledge and language for interactions and experiences. The intent was to create the foundation for a community of practice focused on participants' shared experiences in developing their individual electronic portfolios (Barab, MaKinster, & Scheckler, 2002; Riel & Fulton, 2001; Wenger, 1998). TESC was further defined as a distributed community due to its primary reliance on online communication to facilitate participants' work as a cohort and to enhance the teacher educators' professional experiences in the project (Wenger, McDermott, & Snyder, 2002).

To address the second project goal, we conducted research with three purposes. The first purpose was to examine how TESC members constructed the process of developing an e-portfolio. The second purpose directly related to how a network of teacher educators designing e-portfolios based on the ATE Standards would interpret the meaning of the standards. The third purpose focused on how development of an e-portfolio afforded participants opportunity to learn about their practice as teacher educators. This research is the focus of this article.

For the purpose of TESC, we characterize the portfolios as learning portfolios grounded in the ATE Standards for Teacher Educators. Further, learning portfolios encourage participants to reflect on their own learning. Through this reflection, they inform their own decisions about the content of the portfolios and in the end take ownership of their own learning, development, and direction (Wright, Knight, & Pomerleau, 1999). Accordingly, we designed TESC so that participants would actively construct the process, and therefore, we only created a foundational structure to the overall process and asked participants to construct the rest as they proceeded. The foundational structure included three face-to-face meetings, the requirement to address each of the seven ATE Standards in the e-portfolio, communication with other participants and the project facilitators, and engagement in the review process. During the e-portfolio development phase, participants utilized TaskStream (<http://www.taskstream.com>) as a vehicle that supported their e-portfolio development and made visible their process to both cohort and Commission members.

Each of the face-to-face meetings focused on facilitating the development of the participants' e-portfolios without being directive as to how they should do so. In the initial meeting, we provided an orientation to TESC. We shared the goals of the project, the purpose of the Commission, and the history of the ATE Standards. We also engaged participants in community-building activities and gave them time to discuss how they might want to communicate during the project. In addition, we facilitated an afternoon technology training on how to utilize TaskStream focusing

specifically how to personalize a template developed for the cohort and grounded in the ATE standards (see figure 1). The second face-to-face meeting took place approximately five months following the initial meeting. During this time, we facilitated discussions about the construction of their e-portfolios, in addition to refining the communication structure of the project. We addressed participants' concerns about the technology as well as the standards. In the final meeting, one year after the project began, we focused on their sharing of their experiences and our gathering of their reflections on both the process and the standards.

## Methodology

The participants were the teacher educators who applied to be part of TESC and also completed the process. We recruited participants through an advertisement in the ATE Newsletter. Interested teacher educators submitted an application packet, which included a curriculum vita, a statement as to why they wanted to participate in TESC, and a letter of support from an administrator, such as a department chairperson. Eighteen participants applied and all were accepted to take part in TESC. Fourteen of the 18 original participants interacted for one full year around the ATE Standards and the development of their e-portfolios. The cohort comprised 14 European-American teacher educators from across the country, including four males and ten females. Participants identified their primary roles as the following: three full, four associate and two assistant professors; three doctoral students of whom two were also classroom teachers and one was a consultant; one former director of teacher education who was a consultant, and one Director of Student Teaching. Participants had limited experience with creating e-portfolios themselves or working with their students to do so. Ten participants had never created any form of portfolio before taking part in TESC. Of the four who had, two produced demonstration portfolios for their students and two maintained e-portfolios as a requirement for their doctoral program. Interestingly, half of these teacher educators facilitated their students' e-portfolio development through a variety of forms including PowerPoint, Web sites, and LiveText. The other half did not work with students who were creating e-portfolios. Anecdotally, many shared that they joined the project to learn more about e-portfolio development so that they could implement them with their students.

## Data Collection and Analysis

In the research, we examined how TESC members interpreted the standards, constructed the portfolio development process, and reflected on their professional practice as teacher educators in light of this process. It is important to revisit our roles as researchers within this context. We were not defined as researchers who came "from the outside world to visit, but [those] of ... unusually observant participant[s] who deliberate[d] inside the scene of action" (Erickson, 1986, p. 157). At each of the face-to-face meetings, we took field notes on conversations that focused on the standards and the process. At the final meeting, an external interviewer conducted two one-hour focus groups (seven individuals in each) (see Appendix 1 for a list of questions). We also provided time (one hour) and computers for participants to reflect individually on the process in the form of a letter to the project coordinator. The focus group interviews were transcribed and the data were categorized into general themes. The letters were summarized and also categorized into the same themes that reflected findings about the standards, the process of portfolio development, and how participants viewed the impact of developing an e-portfolio on their practice as teacher educators. Field notes were used to support or refute findings from the focus group interviews and letters. In this article we focus on the portfolio development process itself and participants' reported perceptions about the standards and their experiences within the cohort.

## Results and Discussion

In this section we discuss the findings in relation to (a) how TESC members constructed the process of developing an e-portfolio; (b) how these teacher educators interpreted the standards; and (c) how development of an e-portfolio afforded participants opportunity to learn about their practice as teacher educators. These three foci frame the presentation and discussion of the findings.

### Electronic Portfolio Development Process

Despite working within a cohort, participants developed their e-portfolios in an individual manner. Many participants communicated at the face-to-face meetings a feeling that there may have been a “right” way to do things. This was further supported through the focus group and letter data. For example, they wanted more direction on what to include and to whom to direct their portfolios. One individual wrote, “the fact that I wanted to be “right” perhaps colored what I was including and not including.” Participants discussed how the technology influenced and structured the ways in which they thought about the content of the portfolio. In addition, they asked for specific direction on the content and structure of their portfolios within the template. For example, TESC members wanted specific direction on what components to include in their portfolios as one pointed out,

I can appreciate being given freedom about the structure of the portfolio but admit that I might have felt a little more secure if a basic template had been provided. In that way I would have been certain to include descriptions of artifacts, rationales for inclusion of the artifacts, and reflections about the artifacts and the standard as a whole.

A few members did directly speak to this issue in sharing that not everyone felt a need for more explicit direction and instruction. One participant wrote, “being a constructivist myself, I fully appreciated having the freedom to construct my own meaning as I navigated the standards.”

In regard to their approach to the process, several members indicated that starting with the standards and then selecting supporting evidence was a preferable approach. Others began with the evidence they had and matched that evidence with the standards. One teacher educator shared, “but I had it backwards because I was so at the beginning when I started this process. I said ‘here are the experiences I have. How can I fit them in?’ As opposed to the other way around.”

One aspect on which participants did agree was that the portfolio development process was dynamic and infinite. One TESC member discussed the status of her e-portfolio by stating, “‘Completed’ is relative; it’s complete for now, but there are new places to take it.”

Finally, participation afforded TESC members the opportunity to be part of a community in which they developed a common knowledge and language for interactions and experiences focused on their collective practice (Wenger, 1998). One member shared, “The collaborative environment with my colleagues as established within the TESC process permitted me to share my thoughts and build the portfolio in a safe and non-threatening manner.” Participants not only were able to receive feedback during development of their e-portfolios but also established a network of individuals through which they constructed the process while working as a group. One participant shared during the focus group interview:

I felt that the greatest thing I was going to get with this was going to be the opportunity to network with other people who were examining at the same time I was examining and then grow from that experience. And I definitely got that. It was more individualized

than it was group, but there was still that group process as well, and that was a very valuable piece.

TESC members approached the e-portfolio development process in individual ways but within a community. This directly reflects the literature that indicates different purposes for development shape the content and form of the portfolios (e.g., Wetzels & Strudler, 2006). Anecdotally, participants shared developing these portfolios for a variety of purposes such as promotion and tenure, personal growth, and employment. Despite the individual manner in which they developed the portfolios, these teacher educators conceptualized portfolio development as a collaborative experience even though they did not have a common set of institutional norms to inform it (Talbert, 1998).

### Interpretation of the Standards

Just as TESC participants’ thinking about the process evolved, the way in which they viewed the standards developed along with their e-portfolios. Initially, they discussed whether or not each standard would be met by addressing every indicator. In addition, they addressed the redundancies in the indicators and the standards. Yet, as conversations and thinking progressed, participants began to view standards as exactly that—a standard—a way to look at how the work of an accomplished teacher educator is defined and a target for which to aim. Further, their comments moved away from focusing on specific indicators and toward how the standards related to their professional roles.

TESC members viewed the standards as a vehicle through which professionalism could be increased by providing a vision of excellence in the field. Specifically, they articulated that the standards provided a vision of who they strived to become as teacher educators. One participant commented, “[the standards] gave me some insight into areas of my own professional development I need to be working towards.” An extension of this was a view of the standards as a measuring stick to gauge their own performance:

I look at the standards for teacher educators kind of in the same way I look at the standards, the national standards for teachers. And there was an outline of a vision of what an exemplary teacher would be, so in looking at the standards for teacher educators, that’s kind of a statement of a vision of what a teacher educator should do and be.

Another way to consider this is how the standards served as a catalyst for reflection. As one teacher educator noted,

I’m constantly getting new insights into what the standards mean. And developing and refining and shifting what I think about my role with these standards and how the standards and I interact. How my practice reflects them needs to grow with them.

Although the standards served as a basis for reflection, one participant suggested that the standards for teacher educators did not fully represent her professional self. She noted that a combination of different standards facilitated her portfolio development,

Cross-listing the International Reading Association (IRA) 2003 Standards for Reading Professionals with the ATE standards... I can’t separate my “teacher educator self” from my “reading educator self,” and it makes sense to me to [put] the two together.

A common theme in their interpretation of the standards was that the standards provided a foundation for reflection. The participants’ viewed the standards as the basis for the reflection; however, we posit that it was the process of creating the portfolio itself that encouraged the reflection on the standards rather than the standards themselves initiating the reflection. Constituted in the definition of portfolios is their development

-serving this purpose (e.g., Zeichner & Wray, 2001). For standards-based portfolios, developers can use standards as a springboard for purposeful reflection rather than leaving the target of reflection completely open-ended for the individual learner.

### **Professional Practice**

Among the most remarkable findings was the reported impact e-portfolio development had on these teacher educators' professional practice. TESC members discussed how creating their e-portfolios led them to reconsider their own practices as teacher educators. Nearly all members shared the sentiment of one participant: "The process has made me analyze my practice in ways I had not expected to." This took shape in a variety of ways including articulated revisions to their teaching, increased advocacy, and reframing their practice from the students' perspective.

Participants shared that their e-portfolio development led them to reflect on their work specifically in relation to their teaching. This centered on how development of the portfolio impacted professional practice particularly in the way participants interacted with their students in the learning environment. Most TESC members were new to the e-portfolio development experience themselves despite the fact that they may require e-portfolios of teacher candidates in their courses and programs. Participants articulated that through the experience they gained empathy for their students as one teacher educator noted,

Well it's very concrete and having to provide evidence also gives us a sense of what our students [do] when they put the portfolio together... sometimes we lose track of the kinds of things we ask our students to do. [The experience] puts you in their shoes.

TESC members also indicated that developing their own portfolio provided them with more credibility when working with students. One participant reflected,

Any discussion that I have about the creation of the online portfolio I can now bring examples of stories from success and frustrations that I had when I did this. I'm more at the table [with the students when] discussing this.

A notable dynamic that surfaced briefly in the focus group was how different teaching contexts could potentially shape how this experience influenced (or not) their thinking about practice. Interestingly, the context of practice only emerged in comments such as "As a site-based mentor teacher, consideration of the standards caused me to reflect on the kind of practice I was modeling in the classroom" and "The portfolio has led me to consider the place of theory and research in my work with undergraduates," which a university-based teacher educator shared.

Participants reflected that through e-portfolio development they were able to realize many of the accomplishments they had made as teacher educators, which validated their work. At the same time, they were outlining their needs in regard to future professional development, which they otherwise may not have considered. For example, "[The process] validated my current practices and helped me to see areas (like standard 6) where I need to push myself for greater focus and modeling." Interestingly, comments related to Standard 6 were most prominent. The Standard states,

Master teacher educators serve as informed, constructively critical advocates for high-quality education for all students, public understanding of educational issues, and excellence and diversity in the teaching and teacher education professions (ATE, 2006).

Several participants initially raised questions about the role of advocacy in their work. As the conversation and e-portfolio development continued, participants began to shift their view. This comment, representative of many, written in a letter illustrates this point: "I grew in my acceptance of

this standard (advocacy) as applicable to me, and I grew more comfortable with putting it into action."

Other TESC members focused on their current responsibilities and how the e-portfolio development supported them. Yet, what many concluded was that developing their e-portfolios competed with their other responsibilities. For example, one participant indicated that the standards-based portfolio development stood in contrast to his institution's tenure and promotion process. Whereas, two others suggested that developing their e-portfolios complemented the promotion and tenure process and their e-portfolios grew from that work. Ultimately, cohort members' recognition of differences in their approach to the e-portfolios provided a basis for discussion about personal and professional development. In the letter, one participant mentioned, "Just being able to discuss all the different ways cohort members have created their portfolios and reasons for the differences, has made a huge impact." These teacher educators demonstrated breaking the traditional, perceived parameters of their roles and examining new areas in which to grow and develop, which was reflected in comments such as, "It was definitely a professional development journey that confirmed for me many things and that has challenged me to take on other kind of things."

To summarize the results, we return to the core idea that these teacher educators reframed their practices related to portfolio development. This permeated each area of the results in that they assessed their own professional development needs, specifically areas in which they identified needed growth, and they reframed their thinking from the students' perspective. We discussed earlier that the development of their own portfolios put these teacher educators, "in their [the students'] shoes." TESC members shared a new found empathy for students in the portfolio development process, but also indicated their self-directed learning will allow them to serve as models for students. One participant reflected, "Modeling my own vulnerability and participation in a reflective process proved extremely beneficial to my work with M.Ed students who were required to maintain a portfolio." Another participant stated a comment shared by most of the TESC members: "It also helped me to understand the process that teacher candidates follow in developing their portfolios."

### **Conclusion**

Involvement in TESC allowed the participants to reflect on the impact of developing one's own e-portfolio relative to requiring teacher candidates to develop a portfolio. We raise several points in relation to this issue. First, participants expressed the importance of providing structures of support. Participants asking for explicit direction on the content and structure of their portfolios is meaningful because it reflects studies (e.g., Willis & Davies, 2002) reporting that teacher candidates developing portfolios often needed a lot of scaffolding during the process.

It is important to note that the TESC members' e-portfolio development took place outside the parameters of their normal work. Therefore, it was especially important to provide ongoing facilitation through the form of face-to-face meetings and conference calls to propel their work forward. In teacher education, we might equate this need for ongoing facilitation to connecting e-portfolio development to existing coursework rather than making it something that happens outside the existing support structures of a program. This is especially significant to note as we consider that in many cases, teacher candidates are expected to develop their portfolio during the student teaching semester, which is often the most labor intensive semester even without portfolio development included (Wetzel & Strudler, 2006).

The second important point that we gleaned from this process was participants' insights into their students' perspective on their portfolio development. TESC members experienced first hand the amount of time

and work required to construct a standards-based portfolio. As a result of their experiences, many expressed that they plan to revise the timeline and expectations they require of their own teacher candidates. Further, participants' experiences and engagement in the portfolio development process led to a view of portfolios as a tool for reflection in action and as a conduit for their personal and professional transformation (Zambrana, Velasquez, & Lucerna, 2003). This is important to note as we consider the implications of TESC on teacher candidate portfolio development because frequently programs and, accordingly, teacher candidates view the portfolio as an end product rather than a work in progress (Wetzel & Strudler, 2006).

The third point relates specifically to teacher educators' professional development. Creating a vision for the profession through standards and having teacher educators reflect on their practice, as their students do on a regular basis, is an important professional development practice. In addition we need to allow ourselves time to participate in professional communities outside the context of our own institutions. This project highlighted the importance of professional, cross-institutional collaboration to promote reflection that is not confined by institutional norms and policies.

"[P]ortfolios are not a novelty, but for many—probably the majority—of faculty, creating and maintaining them would be an innovation" (Wright, Knight & Pomerleau, 1999, p. 100). While very few in higher education maintain portfolios, the majority of those few indicate that the portfolios are developed for evaluation purposes (De Rijdt, Tiquet, Dochy, & Devolder, 2006). Yet, these teacher educators volunteered to spend one full year dialoguing, negotiating, and learning around the development of their e-portfolios. Their growth took many forms but primarily their individual experiences impacted the ways in which they think about their work with their students. However, the full impact of participation in TESC will not be evidenced for another year or more when TESC participants support their teacher candidates in developing their own portfolios. These teacher educators now approach this practice with a new perspective grounded in their first-hand experience creating e-portfolios, which has given them insight into teaching and practice because they have been "in their shoes."

## Implications for Future Research

TESC comprised a relatively homogenous group related to their university-based roles as well as ethnic background. More attention needs to be focused on the teacher educators themselves and what they bring to the experience in relation to personal backgrounds, roles and responsibilities, student expectations in relation to portfolio development, and institutional expectations. This would allow researchers to delve deeper into how the electronic aspect of the portfolios could be maximized to promote cross-institutional, distributed collaboration outside the political and intellectual parameters of one's individual context (Klecka, Clift & Cheng, 2005). Further, examination into differences in individual perspectives on their e-portfolio development and the standards and how their interpretation and implementation is influenced by the roles of and expectations for teacher educators in their home institutions.

Finally, we recognize that research conducted on the content of teacher educators' portfolios would further our understanding of teacher educator portfolios development. Concurrent research on the TESC project focuses on how these teacher educators enacted their identity through the selection of indicators within each standard as represented in the portfolio (Klecka, Donovan, Venditti, & Short, in press). Nonetheless, we have only begun to scratch the surface on how teacher educators' portfolio development may impact how they view portfolio development of their students. It would be important to focus the research on this in not only asking their perceptions but also doing a comparative analysis on student and faculty portfolios.

## References

- Association of Teacher Educators (2006). *Standards for teacher educators*. Retrieved November 30, 2006, from [http://www.ate1.org/pubs/Standards\\_for\\_Teac.cfm](http://www.ate1.org/pubs/Standards_for_Teac.cfm)
- Barab, S., MaKinster, J., & Scheckler, R. (2002). *Designing system dualities: Characterizing an online professional development community*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA.
- Carney, J. (2006). Analyzing research on teacher electronic portfolios: What does it tell us about portfolios and methods for studying them? *Journal of Computing in Teacher Education*, 22(3), 89–97.
- Carroll, J. A., Pothoff, D., & Huber T. (1996). Learnings from three years of portfolio use in teacher education. *Journal of Teacher Education*, 47, 253–262.
- De Rijdt, C., Tiquet, E., Dochy, F., & Devolder, M. (2006). Teaching portfolios in higher education and their effects: An explorative study. *Teaching and Teacher Education*, 22, 1084–1093.
- Erickson, F. (1986). Qualitative methods in research on teaching. In M. Wittrock (Ed.), *Handbook of research on teaching* (3<sup>rd</sup> ed., pp. 119–161). New York: Macmillan.
- Klecka, C. L., Clift, R. T., & Cheng, Y. (2005). Are electronic conferences a solution in search of an urban problem? *Urban Education*, 40(4), 412–429.
- Klecka, C. L., Donovan, L., Venditti, K., & Short, B. (in press). Who is a teacher educator? Performance of teacher educator identity through portfolio development. *Action in Teacher Education*.
- Riel, M., & Fulton, K. (2001). The role of technology in supporting learning communities. *PhiDelta Kappan*, 82(7), 518–523.
- Talburt, S. (1998). Teaching portfolios: Uses beyond accountability. *The NEA Higher Education Journal*, 14(2), 19–28.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. New York: Cambridge University Press.
- Wenger, E., McDermott, R., & Snyder, W. (2002). *Cultivating communities of practice*. Boston, MA: Harvard Business School Press.
- Wetzel, K., & Strudler, N. (2006). Costs and benefits of electronic portfolios in teacher education: Student voices. *Journal of Computing in Teacher Education*, 22(3), 99–108.
- Willis, E. M. & Davies, M. A. (2002). Promise and practice of professional portfolios. *Action in Teacher Education*, 23(4), 18–27.
- Wolf, K. & Dietz, M. (1998). Teaching portfolios: Purposes and possibilities. *Teacher Education Quarterly*, 25, 9–22.
- Wright, W. A., Knight, P. T., & Pomerleau, N. (1999). Portfolio people: Teaching and learning dossiers and innovation in higher education. *Innovative Higher Education* 24(2), 89–103.
- Zambrana, N., Velasquez, L., & Lucerna, C. (2003). *The electronic portfolio, a tool for reflection in action, and the transformation of the student teacher*. Paper presented at the Society for Information Technology in Teacher Education International Conference, Albuquerque, NM.
- Zeichner, K., & Wray, S. (2001). The teaching portfolio in US teacher education programs: What we know and what we need to know. *Teaching and Teacher Education*, 17(5), 613–621.
- Zubizarreta, J. (1994). Teaching portfolios and the beginning teacher. *Phi Delta Kappan*, 76(4), 323–326.

---

*Dr. Cari L. Klecka is an assistant professor of Curriculum and Instruction at the University of Nevada, Las Vegas. She teaches courses in research on teaching and schooling and coordinates a graduate program in teacher leadership. Her primary research interests include facets of professional identity, forms of teacher leadership, and development of communities designed to support teacher education. Dr. Klecka is an active member*

in the Association of Teacher Educators and currently serves on the Commission on the Assessment of the Teacher Educator Standards.

Dr. Cari Klecka  
University of Nevada, Las Vegas  
4505 Maryland Pkwy Box 453005  
Las Vegas, NV 89154  
Phone: 702.895.4014  
cari.klecka@unlv.edu

Dr. Loretta Donovan is an assistant professor of educational technology in the department of Elementary and Bilingual Education at California State University, Fullerton. She teaches courses in effective technology integration and is the leader of a technology-rich cohort of preservice teacher candidates. Her current research interests include effective technology integration in teaching and teacher education and ubiquitous computing.

Dr. Loretta Donovan  
Elementary and Bilingual Education  
CSUF  
PO Box 6868  
Fullerton, CA 92834  
Phone: 714.278.8221  
ldonovan@fullerton.edu

Dr. Robert L. Fisher is Professor Emeritus at Illinois State University. He has been a member of the Association of Teacher Educators' Commissions that worked on development of the Teacher Educator Standards and is currently chairperson of that commission. His most recent interests are the support of beginning teachers, particularly as they are prepared to work in the urban environment.

Dr. Robert L. Fisher  
221 Fleetwood Dr.  
Bloomington, IL 61701  
Phone: 309.830.3099  
rlfisher@ilstu.edu

## Appendix

TESC focus group questions

1. Name, current position
2. If you were at the ATE mixer and someone asked you about TESC, how would you characterize the program?
3. How do the standards apply to you?
4. How did you select the artifacts in your portfolio and what did you hope to convey with the selection? In your answer, please give an example.
5. What did you learn through this process? Were there things that you hoped you would gain from this process but did not?
6. How are you going to use this portfolio after the completion of TESC?
7. If you were talking to the Commission, what suggestions/comments would you make in the revision of the standards?
8. How would you characterize the teacher educator that should use these standards?
9. Would you recommend to other teacher educators to engage in TESC? Why or why not?

*Editor's Remarks continued from p. 2*

work, provide an important link to ultimately studying the connection of teacher technology use to student learning outcomes.

In, "Using Digital Video to Re-Think Teaching Practices," Girod et al. present a well-designed study that describes the implementation and effects of teachers' experiences designing digital video instruction. In their work, Girod et al. point out both the affordances and constraints of this experience for teachers.

Using an innovative design, Klecka describes a study of teacher educators who spent one year designing and constructing their own electronic portfolios. In "In Their Shoes: Teacher Educators' Reframing Portfolio

Development from the Students' Perspective," the reflections of the teacher educators reveal the power of this authentic experience on the future plans of these teacher educators.

The use of Web 2.0 to enhance the student learning experience provides new opportunities for instructional design and implementation for educators. Ultimately, the value of Web 2.0 and other technology experiences for students must be measured through examining student learning outcomes. Each of the articles in this issue provides knowledge related to this challenge.

*President's Message continued from p. 3*

site.) Special thanks to Melissa Pierson for chairing the SIGTE Forum, Karen Grove for chairing the Scholarship Awards Committee, Colleen Swain for chairing the Research Award Committee, Christy Keeler for collecting/tabulating a SIGTE survey at NECC, Craig Cunningham for leading the SIGTE Book Discussion in Spring 2007, and Mike Charles for hosting the May 2007 SIGTE Webinar with Dave Edyburn as presenter.

We welcome Mike Charles' continuing leadership as SIGTE President Elect and newcomer to the board Teresa Foulger who will serve as Communications Officer from 2007-2010. We will be soliciting your participation throughout the coming year as we continue our NECC, book discussion, and webinar activities; move forward with our SIGTE

resolution on assessment tools for the 21<sup>st</sup> Century; solidify our efforts to develop and implement a model for distributed research (see <http://distr-collab-teacher-ed-research.wikispaces.com/>); and as we participate in additional leadership opportunities that will enable us to influence policies and practices in the field of educational technology!

## References

Hancock, R., Knezek, G., Christensen, R. (2007, June). *Cross-validating measures of technology integration: A first step toward examining potential relationships between technology integration and student achievement*. Paper presented at the National Educational Computing Conference, Atlanta.

**Visit SIGTE on the Internet at  
[www.iste.org/sigte](http://www.iste.org/sigte)**