

# *Professional Employment Portfolio*

## Concordia University of Edmonton

### Bachelor of Education (After Degree)

#### *Portfolio Content*

- Résumé and cover letter
- Teaching philosophy statement
- Field experience reports (final evaluations)
- Artifacts based on the competencies of the *Teaching Quality Standard* for teaching certification, Alberta Education
- Transcripts
- Degree(s) earned
- Diplomas and Certificates
- Awards
- Professional development
- Professional growth plan

#### *Suggested Artifacts*

- Year, unit, and lesson plans
- Instructional strategies
- Example(s) that address diverse range of learner needs
- Student engagement and classroom management strategies
- Assessment and evaluation protocols and processes
- Teaching and learning technologies
- Communication strategies

#### *Professional Employment Portfolio*

The professional employment portfolio is a collection of self-selected artifacts to support the employment process. The portfolio includes teaching credentials and is organized around the competencies of the Teaching Quality Standard (TQS), Alberta Education. The portfolio chronicles the student's learning and professional growth over the two years of Concordia's Bachelor of Education (After Degree) program.

#### *Portfolio Development*

The professional employment portfolio is developed over the two years of the program.

*In Year One*, students are provided with information about the portfolio process during their first semester of studies. Students will develop and collect content as artifacts for their portfolios. Students develop a teaching philosophy statement based on their coursework in educational philosophy, learning and development, educational administration, planning, subject methodology, classroom management, and assessment. Students reflect on their learning from field experiences, as well as consider their own personal and professional experiences.

*In Year Two*, students develop and collect artifacts that address their overall vision of the purpose of teaching, and reflect on their professional identity as teachers. During the third semester of their studies, students meet in small groups with the Employment Processes Coordinator, to review requirements and discuss content. Immediately following their senior field experience, students share their portfolios in a formal gathering of faculty, staff, and students.

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