

**Title of practice:** Video Portfolio for assessment of Teacher Competences

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 Student Teacher's Assessments with the help of Web based Video Portfolio  
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**Abstract**

**(What are we trying to do?)**

Our university has developed and implemented a digital Video Portfolio during the past few years. The teacher student shows in the portfolio her/his own teaching practice in the workplace, proving the full range of seven teaching competences in real classroom situations. The Video Portfolio also contains complementary documents such as learning materials, feedback from peers and pupils, written reflections etc.

This portfolio is used as an assessment tool for assessing teaching competences. Student teachers are being assessed twice with the help of a Video Portfolio during their one year post-master course. The student shows written lesson observations, learning tasks, pupils' evaluations and research reports. This Video Portfolio is assessed by two independent assessors using assessment rubrics (i.e. Competences Matrix) and a set of assessment criteria.

**Background – contextual issues giving rise to the initiative**

**(The aims and objectives)**

In the Netherlands, uniform standards for the teaching profession have been implemented since the Dutch Parliament adopted the 2006 proposal of the Dutch Association for Professional Quality of Teachers (Stichting Beroepskwaliteit Leraren: SBL). The standard for teachers in secondary and vocational education includes seven key teaching competences. In teacher education, portfolios are commonly used to support student-teachers' learning these competences. A teaching portfolio presents work samples that a student teacher has collected during her/his training in various contexts and which are accompanied by their own comments or reflections (Wolf & Dietz, 1998)<sup>1</sup>. Video has the unique ability to capture the wide variety and complexity of practices in the classroom for later analysis, which is a valuable tool to evaluate teacher-student contact. Streaming video can support authentic and meaningful learning of teacher competences – in addition to practical benefits such as accessibility of

<sup>1</sup> Wolf, K., Dietz, M. (1998), Teaching Portfolios: Purposes and Possibilities. In: *Teacher Education Quarterly*, vol 25, n 1, p9-22.

practices, flexibility in updating information, and incorporating video into multimedia resources. Moreover, the full picture of teaching reality which a video portfolio provides, tends to make the assessment of teacher competences highly valid.

#### *Streaming video*

Streaming video has been facilitated by the use of the learning environment DiViDU 1.5 (see [www.dividu.nl](http://www.dividu.nl)). This tool is a web-based video repository in which both students and teacher are able to upload video fragments of their practices, and to describe and analyse these fragments with the help of well-founded metadata. Students make digital video recordings of their practice, select video fragments during video editing, and upload these on a streaming media server. The programme Windows Movie Maker is used for video editing. In addition to the video footage, the DiViDU learning environment may contain other (written) sources such as the teacher student's own written reflections, feedback from both peers, teachers and experts, reports, course materials and links to other resources on the web.

### Description of the initiative

#### (How was the initiative implemented?)

The Video Portfolio consists of nine complex tasks in order to guide the process of gathering evidence for acquired teaching competences. These complex tasks consist of several authentic activities of student teachers in the workplace that challenge 'real' learning behaviour, integrating both content and teaching knowledge as well as teaching skills. Student teachers, for example, have to design a project for a class in which they develop a series of lessons based on problems they have spotted and guided by self chosen theoretical input. In this process they look for evidence of learning progress by their pupils.

The students are asked to prove seven *key teaching competences* (which is the national standard for teachers within the Netherlands) with the help of video clips, written reflections, research reports and other documents (e.g. pupils' evaluations, learning materials etc.), thus showing their own classroom practice and their teaching behaviour in the workplace in an objective way.

The Video Portfolio has been implemented for the student teachers of all school subjects. This explains the general terms in which the tasks are written and there are no special tasks for language teachers, although special language-related experiences can be made visible.

### The introduction of this initiative

The use of a Video Portfolio has been introduced since 2007 in our teacher education program with the aim of improving the assessment of teacher competences through video recordings of real classroom situations linked with the possibility of digital reactions. The student decides who has access to her/his portfolio.

### Evaluative comments

#### (What are the outcomes? What is the impact? Is the activity/ initiative successful? How do we know whether or not it works?)

The effect of this tool is to provide a more realistic view of the student teacher's daily practice in different classroom situations and her/his abilities to analyse her/his own teaching behaviour.

Attractive aspects of the initiative include:

- The digital accessibility of the videos and the materials;
- The tool is innovative and of a good quality;
- The teacher student is the owner of his/her Video Portfolio ;
- The interaction within the portfolio functions well (if not as intensively as desired);

We may conclude that our institute is positive about the use of a Video Portfolio, although some technical and efficiency problems still need further attention. Analysis of the use of the Video Portfolio will be carried out later this year, after four cohorts of teacher students have used this Video Portfolio, during the autumn of 2009.

#### Advice to others

This type of portfolio is a very rewarding way of showing professional development by student teachers, but it is not always an easy way!

This type of assessment, however, is hugely time-consuming for all participants, especially for the students.

A motivated and professional team of teacher trainers is the stimulating factor to maintain this initiative.

#### Reflection

**(Was that the best way to do it? Why/why not? What improvements or adjustments are needed?)**

To guide the teacher students through the Video Portfolio we have added a Video Portfolio Handbook, which contains examples and technical directions for use.

We think that this Video Portfolio could be used not only for assessment but also for learning of both teaching processes and teaching products generated by these processes. Moreover, we believe that... the feedback from students and colleagues will be very helpful to develop a critical view of her/his own behaviour and learning process.

#### Further details

**e.g. web links;**

For further information see [www.dividu.nl](http://www.dividu.nl)