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Abstract

Teaching portfolios have become commonplace in the US in teacher education programs, in the process of granting an initial teaching license, in teacher recertification, and in National Board certification. This paper focuses on the use of teaching portfolios in preservice teacher education programs and analyzes the various ways in which portfolios have been conceptualized and implemented. A conceptual framework is proposed to enable researchers to describe the conditions of portfolio use. A presentation of the conditions of portfolio use will enable a greater understanding of the ways in which teaching portfolios impact teacher development and the quality of teacher assessments under different conditions of use. The paper concludes with a discussion of the key issues that have emerged in the use of teaching portfolios in preservice teacher education in the US.



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Keywords

Teaching portfolios; Preservice teacher education; Teacher assessment

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