

Learning Results Portfolio (LRP) Guidelines

Content of the Learning Results Portfolio – Every PD course must include a LRP that meets the requirements.

The portfolio shall include, but is not limited to:

- Evidence that highlights the participant’s application of new knowledge and its impact to the work environment, student learning and/or elements relevant to their professional role. Portfolio requirements and details should be specific as possible to ensure clarity.
- If student work is included, ALL personal identifiable student information must be redacted.
- The goal is for the participant to enhance their capacity, competencies, and/ or contribution and seeks to continually improve their profession.
- A reflection by the participant throughout the learning process or following major course activities (as determined by instructor) should include but is not limited to:
 - What worked and what did not;
 - What might have contributed to the results; and
 - What the participant might do differently next time?
- Culminating or summative end-of course reflection should be included to describe how this course has and will continue to impact growth in adult or student outcomes, professional practices, leadership capacity, systems change and/or skill development.
- The content of the LRP may also include lesson plans, observations, tests and assessments, student work, philosophical and goal statements, leadership or self-assessments, written commentaries, processes, graphics, protocols, letters of recommendations, formal evaluations, certificates and their indications of application and effectiveness. The portfolio is not limited to formal papers and may include digital links, QR codes and use of other media. Note, drafts, journal and diary entries, models and electronic data may be included in agreement with course instructor.

Purpose: The primary purpose for a PD credit portfolio is to measure the effectiveness of the course in deepening of participant learning and enhancement of practice. Content and construction may vary, but the portfolio is shaped by the purpose of the course.

Portfolio Requirements:

- Sequence of assignments in order of the portfolio checklist;
- Typed or computer generated;
- Appropriate sentence/paragraph construction and grammar;
- Minimal convention errors;
- Coherent and logical;
- Each question, prompt or part of the assignment addressed; and
- Elements of the portfolio success indicators are met.

ELEMENTS	INDICATORS
PORTFOLIO REQUIREMENTS	Portfolio requirements have been completed. Steps included in the actions are logical and reasonable for goal achievement and demonstrate attention to local or national standards of practice.
QUALITY	The portfolio captures the wisdom of practice that impacts outcomes and learning for the students, programs, leadership, school, or community environment.
STUDENT/ LEARNING RESULTS	Changes in teaching practices and examination of work samples offer greater insights into adult or student learning.
REFLECTIONS	Reflections reveal examination of multiple variables for outcomes. Structured reflections reveal insights and participant learning used to inform future practice.
CAPTIONS	A caption is a statement of what the document is and its application of learning.
PROFESSIONAL OBJECTIVES OR GOALS	PD goals and objectives are aligned to activities that will impact the professional growth of the participant and impact on adult and/or student learning.

Reflections: Reflection provides participants an opportunity to summarize the evidence in the portfolio and show how the evidence captures change and growth in their practices and in their targeted adult or student learners, as applicable. It allows participants to deeply examine their practice and allows others to examine the thinking documented in the portfolio.

The following questions may help participants refine their process of reflection:

- What happened?
 - Begin by simply writing down what happened without analysis or judgment. This involves creating a brief narrative of the portfolio evidence and of the course.
- Why did it happen?
 - Attempting to understand why an event happened the way it did is the beginning of reflection. Search the context within which the event occurred for explanations. Consider underlying structures within the school that may be part of the event and examine deeply held values. More questions than answers may surface. Answer the questions in a way that makes sense to you. Reflection often stops here; however, more in-depth searching is needed.
- What might it mean?
 - Reflection is a way to find meaning. It is through reflection that we recognize we have choices, that we can take action differently. Recognizing that there is no one answer is an important step. Explore possible meaning rather than trying to determine the meaning. Creating change involves holding our practices to the light of those new understandings.
- What are the implications of my practice?
 - Consider how your practice might change given any new understandings that have emerged from earlier questions. What new insights occurred? This is an entry into rethinking, changing practice, and what you do specific to your role or projected outcome.