

Assessing Teacher Competencies with the Audiovisual Portfolio

Eugene Williams

The audiovisual portfolio helps beginning teachers demonstrate qualities that might not show up in a traditional job interview.

How can teacher educators enhance employment opportunities for prospective teachers in a crowded job market and ensure the academic and teaching competence of beginning teachers? Both the prospective teacher and the school administrator are interested in new ways of demonstrating competencies, ways from which they can both reap benefits—employment for the teacher and competent teachers for the children enrolled in our schools.

Teacher educators can respond to these concerns by introducing the prospective teacher to an innovative way of demonstrating academic and instructional skills: the audiovisual portfolio. Developed and used by student teachers at Howard University in Washington, D.C., the audiovisual portfolio is a four-part kit designed by the prospective teacher during student teaching. Included in the portfolio are a student teaching notebook, a slide narrative presentation, audiocassette tapes, and a videotape of lessons taught during student teaching.

The Student Teaching Notebook

The student teaching notebook includes items that demon-

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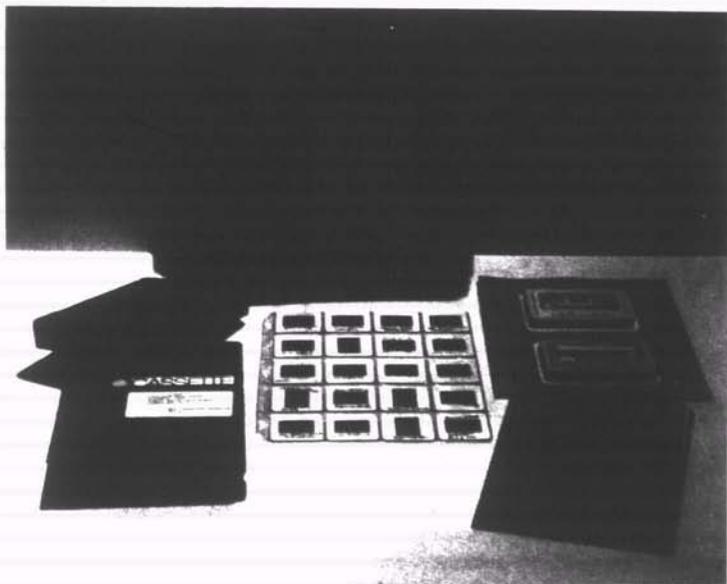
strate the ability to write clear, concise sentences; to write behavioral objectives and to plan instruction; to select and design tests; to keep good attendance and academic records; to identify, report, and solve significant student-teacher problems; to individualize instruction; and to develop and incorporate audiovisual materials into instructional plans.

These skills are demonstrated through an autobiography, philosophy of teaching, unit and lesson plans, copies of teacher-made and commercially-produced tests, class roll, grade book, audiovisual materials, and a daily student teaching log.

In the notebook, competencies that are usually reported by the college supervisor or cooperating teacher on an evaluation form are concretely demonstrated, providing the school personnel officer and the principal with a first-hand indication of the skills expected.

Slide Narrative Presentation

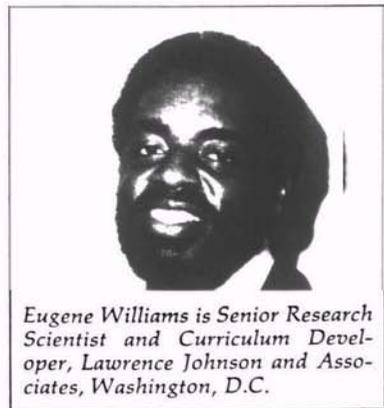
The second component of the portfolio, the slide narrative presentation, highlights experiences that are usually discussed in a job interview, but are seldom visually represented. Principals can find out about the candidate's social and professional involvement on the college campus, in the cooperating school, and in the community through slides of bulletin boards, teaching modules, learning stations, field trips, tutorial sessions, small and large group discussions,



student-oriented activities, and attendance at meetings and professional conferences.

The Audiocassette Tapes

The cassette tapes, the third part of the portfolio, are of lessons taught during student teaching. The prospective teacher's ability to motivate students, demonstrate knowledge of subject matter, stimulate student participation, show sensitivity to student behavior, ask convergent and divergent questions, follow a logical sequence in presenting material, and bring closure are some of the skills demonstrated through the taped lessons.



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Since each cassette is accompanied by a lesson plan, the teacher also exhibits the ability to follow or alter plans of the lesson where necessary.

The Videotape

The fourth element, the videotape, is a complete lesson including a verbal description of the students and the lesson's objectives. It allows the prospective teacher to show the skills displayed in the audiotape lessons as well as such qualities as voice projection, use of oral and written languages, poise and self control, appearance, manner and bearing, mental alertness and judgment, outlook and enthusiasm, maturity, emotional stability, and perceptiveness.

The audiovisual portfolio assists prospective teachers in their employment search by demonstrating the competencies, qualities, and experiences not easily displayed through conventional college transcripts, employment applications, resumes, letters of recommendation, and job interviews. It can be an asset to the prospective teacher and to the employer as well. *ET*

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