

Practicum Portfolio Assessment and Professional Development of Pre-Service Teachers

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Abstract

This study examines the role of portfolios assessment in the professional development of pre-service teachers in new teacher training program. In Pakistan, four years new teachers training program was introduced with the collaboration of USAID in 2009 to produce the quality teachers. Teaching practicum is a core area in this program for practical teaching at practicing schools. To maintain the quality and similarity in the whole country, the practical assessment portfolio was developed as per international standards and National Professional Standards for Teachers in Pakistan. The evaluation of pre-service teachers is done through the aforesaid portfolio. The study involves how assessment portfolios plays role in the development of professional skills of prospective teachers. The study defines the present status of assessment portfolio and its connection between theory and practice in the actual classroom situation. It also analyzes the application of portfolio assessment components in practice teaching at real situation. The study further identifies the issues and problems being faced into the application of portfolio assessment system in practice teaching. The literature review also highlights the important steps taken by the State of Pakistan for teacher education and training program. Both qualitative and quantitative research methods are used in the study. Data are analyzed through the application of appropriate statistical techniques. Recommendations of the study have been gathered under the following considerations: Teaching practice is a crucial element in the teacher training program. It is necessary to improve the quality of teacher training programs. Prospective teachers spend almost 6-8 months in the school for the purpose of training and teaching practice. The recommendations of the study include that the supervisors and the cooperating teachers may organize proper guidance sessions for prospective teachers. The cooperating teachers may stay in the classroom while the prospective teachers deliver the lesson in the classroom. Components of assessment portfolio may be well organized and integrated for professional development of pre-service teachers.

Keywords: Pre-service training Portfolio assessment Professional Development

Introduction

Teacher training is an important component of whole education of the prospective teachers. Without a trained and qualified teacher no education system can run smoothly and effectively. In the 21st century there is a lot of emphasis on the better training of teachers and the new training programs are introducing throughout the world. "The quality of education is directly related to the quality of instruction in the classroom. The teacher is considered the most crucial factor in implementing all education reforms at the grassroots level.

It is a fact that the academic qualifications, knowledge of the subject matter, competence and skills of teaching and the commitment of the teacher have effective impact on the teaching-learning process.” (National Education Policy 1998-2010) In Pakistan there is a lack of trained teachers. Teachers are expected to bring change in the learners as well as in the society. “Teacher Education in Pakistan has been consistently criticized for having marginal effect on the teaching skills of the prospective teachers. Critics also went to the extent of denying the need of teacher training. In this situation, it was essential to reform teacher education programs. The reforms started in the form of shifting from two year degree programs to four year degree program. A two-year associated (ADE) and four year Bachelor degrees in Education (B.Ed. Hons.) The curriculum revision, training of teachers and development of support material was conducted by Higher Education Commission (HEC) with support from Teacher Education Project (TEP).”(<http://www.pakteachers.org/2014>).

If the teachers are well trained and qualified than the learning will be enhanced. The teaching profession is concerned with the setting of objectives and goals, teaching strategy and better attitude towards the learners. “The new scheme of studies emphasizes on practice teaching. Fifteen credit-hours are exclusively included to promote practicum and practical work in the new teacher training program.” “National Curriculum Review Committee (NCRC) under HEC prepared a standardized format of studies for a four-year Bachelor in Education Degree with consultation of provincial education departments, universities, colleges and curriculum experts.”(newdegrees.prestep.org/about.html, 2014) Pakistan needs well-qualified and professional teachers who understand their responsibility in a good manner and pay full attention to their profession. Professionally qualified teachers are the need of the present situation in the country because it is the time of competition and revolutionary change in the country.

The teaching practice is a vital aspect of teacher training program. It serves as an opportunity to be exposed to the realities of teaching and performance of professional activities. Before, onset of teaching practice session, if less preparatory time is provided to student teachers, it may lead to difficulty in translating theoretical ideas in practical shape. (www.jespk.net/publicationspreparation_of_student_eht_fo_eman_eht_si_gnihcaet_ecitcarP) (2014 , ***It is the practic .teachers for teaching by practical training***al use of teaching methods, teaching strategies, teaching principles, teaching techniques and practical training and practice / exercise of different activities of daily school life”. (Commer,2011) “Government of Pakistan has always been emphasizing in its policy documents on quality of teacher education. In recent years government has introduced B.Ed. (Hons) and ADE program with increased duration to make teacher education more efficient, effective and compatible with international trends. Curriculum for B. Ed (Hons) and ADE by HEC (2010) emphasizes on competency of teacher in the content areas as well as in pedagogy in order to ensure achievement of expected student learning outcomes”. (Rafaqat Ali Akbar etal, 2013). The purpose of the assessment and evaluation is to provide useful feedback for the development of teaching and learning process.

The feedback is gained from the learners to the instructor about the pupils’ learning. Classroom assessment is very important for the teaching learning process. It helps the teachers obtain useful information on what, how much, and how well their students are learning? Teacher can use this information for the betterment of their teaching styles and the classroom activities. “Assessment involves the use of experimental data on student learning to refine programs and improve student learning” (Allen 2004) Assessment is a general term that includes all the strategies used to gain information about student learning. Assessment is a broader term than measurement and testing. Measurement is limited to quantitative descriptions of the students. It does not include qualitative description. Assessment may include both qualitative and quantitative descriptions of the students.

“Assessment is the process of gathering and discussing information from manifold and diverse sources in order to develop a bottomless understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process terminates when assessment results are used to improve subsequent learning” (Huba and Freed, 2000) ‘Perie, Marion, and Gong (2010) provide a very useful model for classifying various components of a comprehensive assessment system that includes summative, and formative assessments” Summative assessments are primarily concerned with the purpose, outcome and progress of the teaching learning procedures. Its purpose is to find out the results to what extent the broader objectives and goals of the program have been met. Summative assessments are given at the end of the instruction and are used to evaluate students’ performance. Summative assessment is also used for the grading purpose and relative positions of the students. According to W.Wiersma and S.G. Gurs (1990) “Summative assessment is done at the conclusion of instruction and measures the extent to which students have attained the desired outcomes”

There is another assessment, the name is Interim assessment, it lies between formative and summative assessment because it contains the qualities of formative as well as summative assessment. Interim assessments (1) assess learners' knowledge and skills relation to a specific set of academic objectives, typically within a given time frame, and (2) are considered to inform judgments at both the schoolroom and outside the classroom level, such as the school or area level. "Perie (2007) describes three major purposes and uses of interim assessments: instructional feedback, evaluating and monitoring the impact of curriculum and instruction, and predicting students' performance on some future criterion. The intended purpose of an interim assessment informs and influences the design, procedures for administration, and use of the assessment results" Formative assessment is concerned with the healthy acquisition and development of knowledge and skills by the learners. It is used to identify learner's needs in order to guide them towards desired goals. The student needs and difficulties are identified and the remedial actions are taken to solve such problems. The purpose of the formative assessment is to find out whether after learning experience learners are able to do what they were previously unable to do.

The short term an objective of the formative assessment is to help the students pass the final examination or the school certificate examination. Implementing and developing a complete assessment system that provides accountability information and enhances learners' learning would require extensive professional growth of in-service and pre-service teachers and school leaders if the system is to be effective. "In support of enhancing students' learning, professional development should emphasize assessment for instruction, assessment as an instructional tool, and recognize the need to help teachers develop instructional strategies for responding to learning deficiencies and gaps revealed by the assessments. All professional development activities should stress the need to develop and used assessments that is inclusive and valid for all students" (Ryan, 2010) Assessment is most possible to lead to improvement when it is part of a superior set of circumstances that promote modification. It alone changes little. Its greatest involvement comes on campuses where the quality of teaching and learning is visibly respected and worked at. (Alexander, 1992)

Purposes of Assessment: Assessment is not a purposeless process. It has various purposes in the education system. According to Kellough and Kellough (1999), there are seven purposes for assessment: To assist student learning, To identify student's strengths and weaknesses, To assess the effectiveness of a particular instructional strategy, To assess and improve the effectiveness of curriculum program, To provide data that can assist in decision making, To communicate with and involve parents, Importance of Assessment, Assessment provide qualitative data, Assessment provide comparative data, Assessment leads the students improvement

Professional Development There are many views regarding the professional development. Different authors defined the professional development in different ways: Guskey (2002) has defined teacher professional development as "systematic efforts to bring about change in the classroom practices of teachers, in their attitude and beliefs, and in the learning outcomes of students" Professional development means the enhancement in the professional career growth activities which include individual development, in-service teacher training, curriculum development etc. Fullan (1991) expands the definition to include "the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement. The whole experience of the teachers which he/she gain throughout the job cycle is also known as professional development.

Professional Development Models for Teacher

TPD (also known as "in-servi'ce" or "teacher education") is the instruction provided to teachers to promote their development in a certain area. It is the tool by which policymakers' visions for change are disseminated and conveyed to teachers. Though the recipient of TPD is the teacher, the ultimate beneficiary is the student.

According to Gaible and Burns (2005) TPD can be divided into three broad categories: _ Standardized TPD, Professional training is the most important component of teacher training program. These models are playing important role in the capacity building of the teacher for the betterment of the education system.

"Standardized teacher professional development model is the most centralized approach, best used to spread information and skills among large teacher populations. Standardized TPD typically represents a centralized approach, involving workshops, and training sessions and in many cases the cascade model of scaled delivery. Standardized, training-based approaches generally focus on the exploration of new concepts and the demonstration and modeling of skills". This model is helpful in introducing the new teaching strategies and skills in the instructional material and delivery of lessons. In this way the teachers become more aware about the new inventions in the teaching learning process.

“Site-based TPD is the intensive learning by groups of teachers in a school or region, promoting profound and long-term changes in instructional methods. Site based TPD often takes place in schools, resource centers or teachers colleges. Teachers work with local (“in house”) facilitators or master teachers to engage in more gradual processes of learning, building master of pedagogy, content and technology skills”

This teacher professional development model is very important in a sense that it provides training at local level. The teachers can easily attend this type of program because it is often take place in the school settings and the mentors are also from the local settings. They help the teachers in the teaching, syllabus and the usage of the modern technology in the classroom. Self-directed TPD, Sometimes the teachers or educators want to learn by their own and they have the talent to learn something by themselves. The self-directed teacher professional development model is the best example of learning by self. In this model the teachers professionally develop their own skills by the usage of available resources. “Independent learning, sometimes initiated at the learner’s discretion, by using the available resources that may include computers and the Internet. In self-directed TPD, teachers are involved in initiating and designing their own professional development and would share materials and ideas as well as discuss challenges and solutions” (Hooker, 2014)

Role of Teaching Practice in Professional Development:

“The primary responsibility of the expert is not to provide the teacher with a borrowed voice but to provide opportunities for the dialogic construction of meaning out of which an identity or voice may emerge. It therefore becomes necessary to conceive of teacher education not as the experience and interpretation of a prescribed pedagogic practice, but rather as a dialogically constructed entity involving two or more critically reflective interlocutors”(Kumaravadivelu,1999) Portfolio Assessment; Assessment portfolio is widely used in the educational programs as a way to evaluate the student’s record and then measure the progress and learning of the student. Portfolio includes different activities like observations, reflections and reflective writings etc. “Portfolios extend beyond test scores to include substantive descriptions or examples of what the student is doing and experiencing. Fundamental to "authentic assessment" or "performance assessment" in educational theory is the principle that children and adolescents should demonstrate, rather than tell about, what they know and can do” (Cole, Ryan, & Kick, 1995).Documentation of progress towards higher order objectives such as application of skills and the synthesis of practice require gaining information outside what can be provided by uniform or norm-based tests. In the authentic assessment information or information is collected from several sources, through several methods, and over numerous points in time.

The contents of portfolios can comprise drawings, photographs, audiovisual or writing or other work models, computer disks, and duplicates of standardized or program-specific tests. Data sources could include parents, staff, and other community supporters who know the contributors or program, as well as the self-reflections of contributors themselves. Portfolio assessment provides a practical approach for systematically gathering and organizing such data. (Sewell, Marczak, & Horn, 2014) Previous Researches on Portfolio Based Assessment;

A research “ Using portfolio assessment as an innovation to assess problem-based learning in Hong Kong schools held in Hong Kong schools” and the summary of the research is as follows. As schools move towards reforming the assessment system, researchers feel the use of portfolios is an important aspect of quality reform that can be used to better access problem-based learning. Education leaders will need to plan sufficient time and resources for the proper implementation of portfolio assessment. Teachers and principals need to understand the added value and empowerment that come from using portfolio assessment for all involved in the process. There needs to be a full understanding of the skills needed for reflection and narrative writing at all levels of the system. Educational leaders must also attend to the gender issues that this type of assessment will create. However the research is clear that with proper planning using the PBL approach, a team can implement this assessment strategy successfully. The payoff for enhanced student learning is well worth the investment of time, energy and other resources. The authors also suggest that appropriate staff development needs to be designed for all levels of the system, including parents and the community. All stakeholders in a student’s learning need to be involved in this PBL approach to enhancing student learning. (Bryant and Timmins, 2014)

Research Method: The major objectives of the study were; to dig out facts in real situation towards the application of portfolio assessment status and to identify the role in developing professional development of pre-service teachers. According to Cronbach (1984) "Education evaluation is the process of information gathering and dealing necessary to make a decision for an education program".

Evaluation helps the decision maker who is concerned about all the important aspects of the educational settings. The important point is that evaluation involves the appraisal of specific goals and objectives. This study was based on descriptive research methods. According to Polit and Hungler (2004), "methodology refers to ways of obtaining, organizing and analyzing data. Methodology decisions depend on the nature of the research question" the study was delimited to all Teachers Training affiliated Colleges in respective region. The target sessions were 2012-2016 and 2013-17 and semester 4th and 2nd of 12 affiliated Govt. Elementary colleges for Teachers male and female. The total numbers of the prospective teachers were 468 and the target population was 234. Sample was selected by random sampling technique. 50 % of the total population. Tool on Five-point Likert Scale was used to collect the data. Likert (1932) developed the principle of measuring attitudes by asking people to respond to a series of statements about a topic" The researcher was personally visited the colleges and collected the real data. The basic purpose of data analysis is to obtain useful information about the collected data. The analysis, regardless of whether the collected data is quantitative or qualitative, may define and précis the data, identification of the difference between variables, identify relations between variables, prediction about the outcomes, comparison of variables Percentage and mean score were used to analyze the collected data for the research purpose through the three questionnaires

Findings & Discussion

Prospective Teachers; Question about portfolio tools shows that 95.7% strongly agreed while the mean score is 4.41 which fall in the level of strongly agreement. The respondents supported the statement 'Assessment portfolio is very comprehensive evaluation tool in teaching practice'. Hence the most of the respondents were in favor of the statement. Another statement result revealed that 99.2% strongly agreed while the mean score was 4.51 which fall in the level of strongly agreement. The respondents supported the statement; evaluation portfolio is reflecting the standard of National Professional Standard for Teachers.

The result shows that 91.4% agreed while the mean score is 4.09 falls in the level of strongly agreement. The respondents supported the statement 'Portfolio assessment has become widely used in educational settings as a way to examine and measure progress of prospective teachers'. Hence the statement was accepted. The result revealed another statement that 92.3% agreed while the mean score is 4.27 which fall in the level of agreement. The respondents supported the statement 'Portfolio is the best way as a formative assessment of prospective teachers'. Hence most of the respondents were in favor of the statement. Result pointed out that 90.6% agreed while the mean score is 4.15 which fall in the level of agreement; respondents supported the statement 'Variety of elements in the portfolios makes it more comprehensive as compared to conventional teaching practice'. Hence the statement was accepted.

Statement reflected that 96.6 % strongly agreed while the mean score is 4.47 which fall in the level of strongly agreement. The respondents supported the statement 'Portfolios development play significant role in professional development of prospective teachers.' Hence most of the respondents were in favor of the statement. Result showed that 97.8% strongly agreed and the mean score is 4.53 which fall in the level of strongly agreement. The respondents supported the statement 'Portfolios help the prospective teachers to become aware about strengths and weaknesses about their teaching'. Hence the statement was accepted by most of the respondents.

Result highlighted that 95.3% agreed while the mean score is 4.33 which fall in the level of agreement. The respondents supported the statement 'Portfolios are helpful in promoting critical /analytical Skills'. Hence, most of the respondents were in favor of the statement. Result revealed that 96.6 % agreed and the mean score is 4.35 which fall in the level of agreement. The respondents supported the statement 'Portfolio development provides opportunity to the prospective teachers to put their theoretical knowledge in practical situation'. Hence the statement was accepted by most of the respondents. Respondents stated that 92.8% agreed while the mean score is 4.20 which fall in the level of agreement. The respondents supported the statement 'Portfolios enhanced the practical skills of the prospective teachers'. Hence the statement was accepted.

Result revealed that 95.3% agreed while the mean score is 4.35 which fall in the level of agreement. The respondents supported the statement 'Portfolio development procedures develop the skills of time management in the prospective teachers'. Hence most of the respondents were in favor of the statement. Result showed that 96.6 % strongly agreed while the mean score is 4.42 which fall in the level of strongly agreement. The respondents supported the statement 'Portfolio assessment provides an opportunity to prospective teacher to systematically collect and organize data in real situation'.

Hence the statement was accepted. Shows, that 96.6% agreed and the mean score is 4.35 which fall in the level of strongly agreement. The respondents supported the statement 'Portfolio is purposeful collection of students' work that demonstrates to the students and others their efforts, progress, and achievements in given areas'. Hence the statement was accepted by most of the respondents. That, 93.2% agreed while the mean score is 4.23 which fall in the level of agreement. The respondents supported the statement 'During portfolio development procedures prospective teachers become more aware about the issues of the students in the classroom'. Hence the statement was accepted by majority of the respondents.

That, 51.7% disagreed while the mean score is 2.68 falls in the level of disagreement. The respondents rejected the statement 'Developing portfolio is a difficult and boring component of ADE/B.Ed Honors program'. Hence the statement was rejected by the respondents. Shows, that 57.7% agreed and the mean score is 3.12 which fall in the level of agreement. The respondents supported the statement 'It is difficult for prospective teachers to complete the portfolios as required'. Hence most of the respondents were in favor of the statement.

That, 76.5% agreed and the mean score is 3.96 which fall in the level of agreement. The respondents supported the statement 'Cooperative teacher's shows a great concern during the teaching practice and guide the prospective teacher in teaching learning processes. Hence the statement was accepted by the majority of the respondents.

That, 82.9% agreed while the mean score is 3.89 which fall in the level of agreement. The respondents supported the statement 'Supervisors help the prospective teachers in the preparation of developmental portfolio'. Hence the statement was accepted.

Shows, that 91% agreed and the mean score is 4.24 which fall in the level of agreement. The respondents supported the statement 'Prospective teachers have opportunity to apply variety of teaching skills in the portfolio development'. Hence the statement was accepted.

That, 90.1% agreed and the mean score is 4.17 which fall in the level of agreement. The respondents supported the statement 'Prospective teachers assist the cooperating teachers in the classroom in a better way'. Hence most of the respondents were in favor of the statement. That, 83.3% agreed and the mean score is 1.18 which falls in the level of strongly agreement. The respondents supported the statement 'All the components of the portfolio assessment are properly executed in the system'. Hence the statement was accepted by majority of the respondents.

That, 95.3% strongly agreed and the mean score is 1.05 which falls in the level of strongly agreement. The respondents supported the statement 'Do you think that portfolio is a modern way to evaluate the prospective teachers?' Hence most of the respondents were in the favor of the statement. That, 94.9% strongly agreed and the mean score is 1.05 which falls in the level of strongly agreement. The respondents supported the statement that 'developing portfolio provides an opportunity to prospective teachers in arranging and planning the instructional material'. Hence the statement was accepted. That, 77.7% strongly agreed and the mean score is 1.26 which falls in the level of strongly agreement. The respondents supported the statement 'they are satisfied with the present portfolio assessment system? Hence the statement was accepted by the respondents.

That, 96.6% strongly agreed and the mean score is 1.03 which falls in the level of strongly agreement. The respondents supported the statement that 'portfolio development process in teaching practice provides an opportunity to prospective to share their experience with the supervisors and the cooperative teachers? Hence the statement was accepted.

Discussions

According to McMillan (2000), good assessment is valid, fair, ethical, efficient, and feasible; it uses multiple methodologies, appropriately incorporates technology, enhances instruction, influences student motivation and learning, and contains error. Moreover, there is a need to create a rational evaluation system as an essential part of practicum; and the evaluation should be used primarily as a device to endorse student reflection and growth, thus, assessment should not be viewed as the first priority.

Portfolio assessment is now widely used in the educational institutions for the purpose of evaluation. Portfolios are often used in the teaching practice which includes the prospective teacher's record about the daily log activities and lesson plans which are delivered in the classrooms during the teaching practice. In the preparation of portfolios prospective teachers take too much pain. In the current research the supervisors, cooperating teachers and the prospective teachers are agreed that assessment and evaluation is an important component of education system and the reflection in the portfolios is the core element.

The results of the study show that Portfolios of the prospective teachers are provided an opportunity to evaluate on ten standards of the teachers. Assessments, on these ten standards are very important for quality teacher and also necessary for prospective teacher's professional development. The current research also reflected its importance and rationale in portfolio assessment process.

As Loughran (2002, pp. 41-42) has emphasized, challenging the distinction between theory and practice of reflection is important, and a conceptualization of reflective practice is one way to help teacher preparation programs integrate the two in meaningful ways. The findings of the current research shows that teaching practice is the major element of the teacher education program and it provides the prospective teachers the real life situation of the classrooms. Now the teaching practice is totally changed from the conventional styles of the teaching practice because the variety of elements in the portfolios make it more comprehensive.

The prospective teachers follow the prescribed criteria of the teaching practice and developmental procedures of the portfolios. They go to school on regular basis. They prepare the portfolios according to the certain criteria which includes daily log activities, school check lists and inventories, interviews with the cooperating teachers, class teachers and the students, lesson plans, reflections, observations, classroom activities etc. the teaching portfolio includes all these things and this is the main and most important component of teaching practice.

The prospective teachers, cooperating teachers and the supervisors are also in the favor that portfolios are proved best methods in the professional development of the prospective teachers. The observations and the reflections in the portfolios are helpful in the critical thinking and creativity which leads to the professional development of the prospective teachers. They are also in favor that during the teaching practicum the prospective teachers are more confident, punctual and ready to teach at various levels in the schools. Time limitations in the teaching practicum make them harder worker and punctual but the prospective teachers want that the supervisors give them more time for the preparation of portfolios.

The three respondents are also in favor that teaching practice and all its elements are implemented and followed in all the affiliated colleges of teachers training and the University of Azad Jammu & Kashmir. The different Performa's in the portfolio help the prospective teachers in putting theoretical knowledge in to the practical situations. Many questions in portfolio help them in real life teaching and they analyze the overall condition of the classroom. They become familiar with the students. They are also in the favor that portfolios provide them opportunity to aware about their strengths and weaknesses and also promote critical thinking.

The respondents are also agreed that lesson planning in the teaching practicum provide them an opportunity to prospective teachers to systematically collect and organize the data and also helpful in presenting at real life situation. The results of the research show that after conducting interviews with the pupils in the school the prospective teachers become more familiar with the psychology and the needs of the students. During portfolio development procedures prospective teachers become more aware about the issues of the students in the classroom. They understand the nature and psychology of the students and the learning difficulties of the students and try to resolve the issues of the students.

As a support to the findings of this study, teacher trainees in Singapore indicated that although lesson planning was a very time consuming and stressful task, writing detailed lesson plans assisted them to reflect on their teaching (www.sciedu.ca/ij) The cooperating teachers the schools sometimes show great concern during the teaching practice and sometimes they do not bother the practice. The necessary cooperating teacher roles, from the student teachers' perspective, are positive guidance, especially sharing experiences, reading lesson plans before teaching thoroughly, and providing more opportunities for teaching, (Hudson & Nguyen, 2008).

In the same vein, in the Vietnamese context, student teachers had mentioned that their cooperating teachers' feedback was vague, abstract, and confusing to them (Canh, 2014). In fact, as Yaman and Alkaç (2010) declared, student teachers always look for mentors who are ready to help and volunteer to guide them in the teaching practice. The supervisors sometimes also show great concern during the teaching practice and visit the collaborating schools and institutions on regular basis. They provide the prospective teachers timely feedback about their teaching, preparation of lesson planning and the assessment criteria of the teaching practice. But sometimes the supervisors do not take interest in the procedure and this behavior effects the prospective teachers. According to Nguyen & H (2008), student teachers want enthusiastic, helpful, friendly, and knowledgeable mentor teachers who have communicative competence. The mentors should guide the student teachers about the rules of the system: curriculum, school policies, and assessment. They should also be good models for teaching in terms of methodology, pronunciation, and writing lesson plans.

They should teach them the teaching strategies, classroom management, ways to motivate students, and tactics for dealing with unexpected situations. They should provide direct and detailed feedback about teaching performance and content knowledge.

Conclusion

The purpose of this research was to investigate the current status of practicum assessment portfolios in the professional development of prospective teachers in ADE/B.Ed. programs. The professional competence of the teachers is very necessary for the better teaching learning process. The result show that the current situation is alarming and the teacher educators and the administrations have to play an important role in the professional development of the teachers. The respondents opine that assessment and evaluation play an important role in the education system. They also orate that portfolio development is a major element of the teaching practicum, and portfolios are helpful in the professional development of prospective teachers' critical and analytical skills. Teaching practice is an important component of ADE/B.Ed. and it also provides an opportunity to the prospective teachers to systematically collect, plan and deliver lessons in a classroom. The prospective teachers are more confident after interaction with the students in the classrooms. The respondents are satisfied with the present status of the portfolio assessment. The hypothesis of the study is also proven that practicum portfolio is very comprehensive tool for practicum assessment and its all components are applied at all teachers training institutions. A few points recommended in view of the study are: collaboration between teachers training colleges and supervisor may be more strengthened, orientation about portfolio and its evaluation criteria may be briefed before sending the prospective teachers to the practicing schools, and only trained cooperating teachers may be allocated for prospective teachers at practicing school.

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