The purpose Paradigm Shift (a change from one way of thinking to another)
In the portfolio project, the paradigm shift means first understanding the widely help perspective that portfolios are primarily to serve high stakes assessment and institutional accountability toward addressing standards then switching to see the lead purpose of the portfolio is student growth as reflective practitioners. The switch means see Standards as serving as guides to reflection on practice and seeing the assessment process as formative with time points that are used for summative reflection as needed. (See “time points” below) There is a connotative component to this switch since high stakes assessment carries the institutional weight and has a frustrating impact on the Paradigm that guides the portfolio process while a focus on professional growth for student learning serves a desirable purpose and is highly compatible with the portfolio process.

The Professional Development Paradigm (a pattern or model) that guides development of both the portfolio (for pre-service teachers) and the PDP (for in-service teachers) has a series of 5 process elements. The five elements are initiated in particular sequence. Once initiated, each element is ongoing.

1. **Reflection** on teaching situation to indentify student learning needs and professional development needed by teacher to be able to support identified student learning needs.

2. **Set goals** for student learning and teacher professional development.
   a. The paired goals are inextricably connected. Professional development for teacher is always based on identified student learning needs.
   b. Reflection is now ongoing so goals maybe adjusted based on reflections.

3. **Set plans for assessment of both student learning goals and linked professional development goals**
   a. What will it look like if students achieve the targeted learning and what will teacher’s teaching look like if the teacher achieves their target professional development.
   b. This is the process of identifying and collecting artifacts.
   c. It refers both to pre and post assessment.
   d. Since reflection and thus goal setting are ongoing plans for assessment is ongoing once initiated.

4. **Plan sequence of events**
   a. This is basically curriculum unit.
   b. Since Reflection and thus goal setting, and assessment planning are ongoing sequence planning is also ongoing.

5. **Time point setting**
   a. Though everything included reflection are ongoing, it is important to set time points for critical events especially assessments.
   b. For teaching these are often mid points, end of the semester, end of year, graduation, program completion.
   c. Some of these are set by institutions.

Of course, these elements can be expanded in many directions depending on a person’s values, orientation or professional working situation.