M.Ed. Candidates

Department of Professional and Secondary Education
Concentration: Professional Education

Comprehensive Assessment
Policy and Protocol Manual

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TO: **Master of Education Degree Candidates**
FROM: PSED Graduate Coordinator
RE: **Comprehensive Assessment**

In keeping with our commitment to model intentional teaching behaviors and develop reflective, deliberate educators the faculty of the Department of Professional and Secondary Education has developed a process of comprehensive assessment by portfolio. The examination by portfolio is required for candidates with a QPA of 3.25 or above. The portfolio review process includes submission of the portfolio and an oral presentation by the candidate to a board of examiners. **Any candidate with a QPA of less than 3.25 will be required to complete a written comprehensive examination during their final semester** in **addition to submitting a portfolio for oral presentation.**

Candidates for the **Master's Degree** in **Education** must file an "Application to Graduate" with the Graduate School AND complete the following steps during the semester in which they intend to graduate:
Step 1: Notify the PSED Graduate Coordinator of the intent to graduate.
Step 2: Submit a comprehensive portfolio to the PSED Graduate Coordinator.
Step 3: Participate in an oral presentation and exhibition of the portfolio to PSED faculty.

Expected deadlines for these steps are provided in the following table:

	December Graduation	May Graduation	August Graduation
Step 1	September 15th	February 15th	May 9th
Step 2	November 1st	April 1st	July 1st
Step 3	November 15th	April 15th	July 15th

The oral review and exhibition will take approximately 1 hour. You will be notified of your assigned time two weeks prior to the presentation. Time preferences will be considered but not guaranteed.

The portfolio format of comprehensive assessment is an opportunity for you to showcase the skills, content knowledge, and concepts you have developed during your graduate program. The portfolio provides you with the vehicle that supports the design of your future professional development as a lifelong learner. You will be expected to give a 15 to 20 minute overview of your portfolio in terms of having met the standards and the requirements to graduate. You are encouraged to use visual support · (PowerPoint, transparencies, hands-on interaction). The PSED professors conducting your exhibition will then ask clarifying and probing questions regarding specific artifacts and supplementary material. Rehearsing with colleagues for this experience has proven to be effective.

Please feel free to contact the Graduate Coordinator with any questions you may have after reading the information packet. You can obtain the contact information from the PSED secretary in Stroud 209 at 570-422-3363.

An exemplary example of a portfolio is available for your review. Please see the PSED secretary.

The Master of Education Portfolio

The comprehensive portfolio is viewed as both a product and process. As a product it demons1rates through a purposeful collection of work the knowledge and skills a student has attained as a result of the learning and growth in the PSED graduate program. As a process the creation of the portfolio enables the student to become a reflective learner and to continue on the path of life-long learning.

The portfolio can be traditional hard copy or electronic. If electronic, the candidate must submit 3 labeled copies, PC compatible, formatted in Word. If not electronic, a 3 ring binder must be used. Do not encase the enclosures in plastic covers. Labeled dividers must separate the sections. **Bring a copy for yourself to the exhibition.**

The comprehensive portfolio must contain the following (a sample or explanation for each item is contained in the packet):
1) Cover sheet
   a) Name
   b) ESU student ID number
   c) Date submitted
   d) Advisor
2) Copy of signed Plan of Study
3) Professional resume' (no more than 1 page)
4) Table of Contents
5) Artifacts from graduate program courses to demonstrate all Master Educator Outcomes based on National Council for the Accreditation of Teacher Education standards
   a) artifacts must come from at least 7 of the courses from approved Plan of Study
   b) a. rninim1nn of 7 artifacts and a maximum of 10 artifacts should be provided as documentation
   c) all outcomes must be addressed
   d) a single artifact can document more than one outcome
6) Summary sheet preceding each artifact supporting how the standard(s) has been met
7) Cross reference grid
8) Philosophy of Education statement
9) Plan for future professional growth. This should address, but not be limited to, such topics as professional organization activity, course or program enrollment, and research activity.
10) Annotated bibliography of at least 5 entries from the departmental enhancement reading list. The list is available in the PSED office. Annotations may not be one of your course reading requirements. You may use one source of special academic interest to you, with pre-approval of your advisor.
11) Self-evaluation worksheet.

Portfolio Cover Page

**M.Ed. in Professional and
Secondary Education:
Concentration in Professional Education**

Name: _____

ESU Student ID number: _ .

Date Submitted: _____

Advisor: _____

Below is a list of the Master Teacher Outcomes with a list of artifacts that are <u>examples</u> you could include. These are just examples; you can choose to include artifacts you think appropriate.

A Master Educator must demonstrate the following outcomes:

1. Employs the cen1ral concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for diverse learners.
   a Lesson or unit plan from Seminar I or II (certification candidates only)
   b. Curriculum project from PSED 516
   c. Curriculum project from any curriculum course
   d. Other

2. Articulates, applies and adapts theoretical constructs of learning and development, assessment, and effective instruction.
   a Traditional or non-traditional assessments from:
      • The Leamer and the Learning Process
      • Seminar I or II (certificate candidates only)
      • Any curriculum course
      • Other

3. Implements a cycle of quantitative and qualitative research that leads to improved student achievement
   a Final project from Introduction to Research or Data Driven Decision
   b. Action research project from any course from approved Plan of Study
   c. Other

4. Models critical and creative thinking skills in all areas of his or her professional life.
   a Critical analysis paper from:
      •Teacher and School Community
      •History of Education
      •Philosophy of Education
      •Other

5. Employs effective verbal, nonverbal, and technological communication techniques to foster active inquiry, collaboration, and guided interaction in a positive learning environment.
   a Project from MCOM S10- Computers in Education
   b. Reflective analysis of teaching episode -video
   c. Class presentations/projects that utilize a technology based medium
   d. Other

6. Performs as a reflective and ethical practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community).
   a Paper from any approved course from Plan of Study that analyzes and reflects on an actual classroom practice
   b. Action research from any approved course
   c. Field experience journal
   d. Other

7. Engages in professional growth and serves as an advocate for the profession.
   a. Project from any approved course that demonstrates a change or adjustment in your teaching behavior
   b. Other

8. Takes a leadership role in developing partnerships and collaborative relationships with colleagues, parents, and agencies in the larger community.
   a Group project from any approved course that demonstrates the development of your leadership skills or validates your responsibility and role as a leader.
   b. Action Plan from SPED 551 - Inclusionary Practices
   c. Other

Artifact Summary Format

In a 1-2 page summary, explain how this artifact demonstrates mastery of the outcomes(s) using the following as guidelines:

1. What standard(s) are being met?

2. Using specific examples, explain how/why the artifact demonstrates your mastery of the outcome(s) by describing how the concepts, ideas, and skills represented in the artifact demonstrate the symbiotic relationship between theory and practice. *You need to be specific in your theoretical references as well as in the practical application orientation.*

Philosophy Statement

Candidates must write a Philosophy of Education statement.

In a 1-2 page position paper state your philosophy of education. In stating your beliefs address the following in a clear and concrete manner:

- studentlearning
- deliberate, reflective teaching
- assessment
- classroom climate
- professionalism
- diversity

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Cross Reference Grid

Indicate the standards (with **an X** in **the appropriate cell) and fUI in the course name and number to create a c oss reference**

	Standard 1	Standard 2	Standard 3	Standard 4	Standard S	Standard 6	Standard 7	Standard 8
Course								
Course								
Course								
Course								
Course								
Course								
Course								
Course								

Self-evaluation Worksheet

Instructions: After considering the questions posed in each section, answer with a yes or no, then rate yourself with an **Excellent, Satisfactory, or Needs Improvement.** If you rate any of your work below excellent then think about what you need to improve and design an action plan for refining your work. After refining your work and reflecting on the significance of your accomplishment take time to practice articulating the contents of your portfolio.

	Organization of portfolio	Performance outcomes, themes, or goals	Documentation	Summaries and reflections
Definition	Portfolio organization refers to the way the portfolio is assembled, the inclusion of all requirements, the writing mechanics, and the clarity and creativity of the presentation.	Performance outcomes identify the knowledge, dispositions, and skills that teachers/administrators should know and be able to demonstrate. They provide the conceptual framework for portfolio development and documentation. Goals identify areas for professional development and correlate with performance outcomes. Themes are generic categories inherent throughout the outcomes that represent your ohilos01>hv.	Documentation refers to the artifacts selected to support your professional competencies. **Examples** of appropriate artifacts are listed on pp. 4-5. These are only examples -you may have other products from your course work that are just as appropriate.	These are the narrative entries that provide information about the documents and insight about the portfolio developer's thoughts related to teaching and learning and/or educational administration and leadership.
Attributes that promote quality portfolios	Are the contents arranged logically? Are the artifacts organized effectively? Did I include all artifacts and met the outcomes? Have I proofread for mechanical errors? Is the portfolio presented in a clear and creative manner?	Are performance based outcomes, themes, or goals used as the foundation for the portfolio documentation? Is there evidence in the portfolio that communicates how I connect theory and practice? Did I complete the cross reference chart to ensure completeness?	Are all the artifacts relevant to the outcomes? Do the artifacts provide substantial evidence in support of my competency and growth? Do the artifacts reflect the connection of theory and practice? Have the artifacts been revised based on course instructor comments?	Are the reflective summaries clearly articulated? Do they provide a rationale for inclusion, linkage to philosophical beliefs, comments about how the document supports the outcome, and specifically link theory to practice? Do my reflective summaries provide other information to help the reviewer understand how this artifact supports my ability to impact student learning or demonstrate leadershio?
Action plan for refining products and Presentation				

Portfolio Exhibition Rubric

	1 REVISE	2 MASTERY	3 OUTSTANDING
Content	-Artifacts are missing -Summaries are unclear -Criteria for standards has not been met -Insufficient course distribution	-All supporting artifacts are presented -Summaries are comprehensive -Meets criteria for standards -Course distribution meets requirements	-Artifacts are model examples of best practice: supporting theory is evident in design and application -Summaries exceed requirements -Exceeds criteria for standards
Organization	- Organization does not meet stated requirements	- Organization meets stated requirements	- Organization meets stated requirements and is visually enhanced for facilitation of reviewer
Written Expression	-Grammatical and mechanical errors - Summaries and artifacts lack coherence and readability - Lack of professional vocabulary and terminology	- No evidence of grammatical and mechanical errors - Summaries and artifacts are coherent and clearly support standards - Use of professional vocabulary and terminology is evident	- No evidence of mechanical or grammatical errors and writing style demonstrates writing for purpose competency - Summary and artifact written expression exceeds standard -Vocabulary and terminology is varied, creative, and indicates higher order thinking
Exhibition of Portfolio	- Lack of preparation and organization is evident - Minimal response to questions - Lack of effective verbal communication	- Organized, well planned - Used supporting visuals, if appropriate - Adequate response to questions - Effective verbal communication	- Flow of presentation demonstrated planning, organiz.ation and practice - Enhanced responses to questions and provided reflective comments - Verbal communication natural and responsive

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Scoring Rubric - for candidate reference and examiner use

Directions: Circle the number on the continuum that reflects your evaluation of each of the following portfolio aspects. Use the "comments" section to provide feedback regarding your assessment

1. Introductory documentation - cover, Plan of Study, resume

   1   2   3   4   *5*

   Does not provide the   All documents are
   required documents   provided as specified

   Comments:

2. Philosophy statement

   1   2   3   4   *5*

   Lacks personalization, substantive   Personalized, substantive
   support, and not educationally sound   support, and educationally sound

   Comments:

3. Outcomes

   1   2   3   4   *5*

   No obvious evidence that   Clearly evident that
   performance outcomes have   performance outcomes
   been met   have been met

   Comments:

4. Documentation

   1   2   3   4   *5*

   Limited artifacts that   Variety of artifacts that
   lack substance, and do not provide   have substance and provide
   adequate evidence in support of   irrefutable. Evidence supporting
   performance outcomes   performance outcomes

   Comments:

5. Reflective summaries

   1   2   3   4   *5*

   Narratives lack clarity and do   Clearly articulated narratives
   not provide enough information   that provide substantial
   related to the artifacts and their   information related to the artifacts
   relevance to performance outcomes   and their relevance to the
                                                 performance outcomes

   Comments:

6. Professional Development Plan

	1	2	3	4	*5*

Plan does not identify goals for
higher level performance

Plan clearly outlines
commitment to professional
development and the profession

Comments:

7. Writing mechanics

	1	2	3	4	*5*

Lacks clarity with many errors
in grammar, spelling, and punctuation

Demonstrates clarity with no
errors in grammar, spelling, or
punctuation

Comments:

8. Annotated bibliography

	1	2	3	4	*5*

Entries do not reflect the
content of the book or professional value

Entries reflect the content of
the book, the value to the
profession, and a critical
analysis of personal opinion

Commen :

9. Organization and appearance of portfolio

	1	2	3	4	*5*

Unprofessional appearance,
unorganized, difficult
to locate documents
and incomplete

Professional appearance,
organized, creative, easy access
to documents, and all
requirements provided

Comments:

10. Overall rating

	1	2	3	4	*5*

Unsatisfactory
Does not support
outcomes or meet
requirements

Satisfactory
Adequately supports
outcomes and meets
requirements

Outstanding
Clearly and substantively
supports outcomes and
quality of product exceeds
requirements

Overall comments and recommendations:

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M.Ed. Candidates

Educational Administration Concentration

Department of Professional and Secondary Education

Comprehensive Assessment
Policy and Protocol Manual

Revised: May 2012 .
 Effective date: Summer 2005.

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TO: Master of Education Degree Candidates
FROM: Dr. James Vagliardo, Gtaduate Coordinator
               Department of Professional and Secondary Education

RE: Comprehensive Assessment.

In keeping with our commitment to model intentional teaching behaviors and develop reflective, deliberate educators the faculty of the Depapment of Professional and Secondary Education has developed a process of comprehensive assessment by portfolio. For mo&t candidates this represents a change from the previously required written comprehensive examination. The <u>examination</u> by portfolio is required for candidates with a QPA of 3.25 or above prior to the semester in which their last course is being taken. The·portfolio review process includes submission of the portfolio product and an oral presentation by the candidate to aboard of examiners. **Any candidate with a QPA of less than 3.25 will be required to complete a written <u>comprehensive·examination</u> during his/her final semester** in **addition to submitting a portfolio for oral presentation.**

Candidates for the **Master Degree** in **Education** must complete the following steps during the semester in which they intend to graduate:
(1) Indicate intent to submit a portfolio to the PSED Graduate Coordinator by:
        September 23rd for December graduation
        February 9[11]f[l]o:t: May graduation
        June 23   for August graduation
(2) Submit portfolio to the PSED Graduate Coordinator for faculty review by:
        November 8th for December graduation   .
        April 12[111]for May graduation
        July 30th for August graduation

(3) Participate in an oral presentation and exhibition of the portfolio -the date of the oral presentations will be week of:
        November 15[111]for December graduation
        April 18[111]for May graduation
        August 9th for August graduation

(4) The oral review and.exhibition will take approximately 1 hour. You will be notified of your assigned time two weeks prior to the presentation. Time preferences will be considered but not guaranteed.

The portfolio format of comprehensive assessment is an opportunity for you to showcase the skills, content knowledge, and concepts you have developed during your graduate program. The portfolio provides you withthe vehicle that·supports the design of your future professional development as a life long learner.

You will be expected to give a 15 to 20 minute overview of your readiness for recommendation for an M.Ed with a concentration in Educational Leadership based on your meeting the standards. You are encouraged to use visual support (PowerPoint, transparencies, hands-on interaction). Be **sure** fo reference your philosophy of leadership including your vision of learning and code· of ethics.

The PSED professors conducting your exhibition will then ask clarifying and probing questions . regarding specific artifacts and supplementary material. Rehearsing with colleagues for this experience has proven to be effective.   ·

Please feel free to contact the graduate coordinator (SJ0-422-3363 or jvagliardo@po-box.esu.edu) with any questions you may have after reading the inf nnation packet.

The comprehensive portfolio is viewed as both a product and process. As a product it demonstrates through a purposeful collection of work the knowledge and skills a student has attained as a result of the learning and growth in the PSED graduate program. As a process the creation of the portf lio enables the student to become a reflective learner and to continue on the path of life long learning.

The portfolio can be traditional hard copy or electronic. If electronic, the candidate must subnrlt 3 labeled copies, PC compatible,·formatted in Word. If not electronic, a 3 ring binder must be used. Do not encase the enclosures in plastic covers. Labeled dividers must separate the sections. **Bring a copy for yourself to the exhibition.**

The comprehensive portfolio must contain the following (a sample or explanation for each item is contained in the packet):
1. Cover sheet
    a. Name
    b. Contact Information
    c. Date submitted
    d. Identification of area of concentration (i.e., Administration)
    e. Advisor
2. Copy of signeq Plan of Study (obtained from PSED office)
3. Professional resume (no more than 2 pages)
4.· Table of Contents
5. Artifacts from graduate program courses to demonstrate the standards for Administration and Leadership based on the ISLLC and ELCC standards
    a. Artifacts.must come from at least 7 of the courses from approved Plan of Study
    b. A minimum of 7 artifacts and a maximum of 12 artifacts should be provided as documentation
    c. All standards must be addressed
    d. A single artifact can document more than one standard
6. Summary sheet preceding each artifact supporting how the standard{s) bas been met
7. Cross reference grid
8. Philosophy of Administration and Leadership including a vision for'leaming and code of ethics description   1
9. Plan for future professional gro This· should address, but not be limited to, such topics as professional oreani:zation activity, course r program enrollment, and research activity.
10. Annotated bibliography of at least 5 entries from the departmental reading list. The list is available in the Department office. Selections may not be one of your course reading requiremen . You may use one source of special academic interest to you with pre-approval of your advisor.
11. Self-evaluation worksheet.

PORTFOLIO COVER PAGE

M.Ed. Educational <u>Administration</u> Concentration

Name: _____

Contact
Information: . _____

Date Submitted: _____

Advisor: _____

Administration and Leadei-ship Program Standards
(with list of example artifacts)

1.1 Develop a School Vision of ·Leamine;. ·. .	PSED 595: Leadership model with vision of learning paper; portfolio philosophy, vision, and code of ethics paper
1.2 Articulate a School Vision of Leaming.	Ex1noition presentation
1.5 Promote Community Involvement in School Vision.	PSED 595: School community field experience paper
2.1 Promote a Positive School Culture.	PSBD 595: Organization theory profile activity PSED 584 or BLED 592: Action research PSBD579:Charterschoolapplication PSED 560: Research project PSBD 554: Strategic plan PSED 516: ort on affective issues in class and school
2.2 Provide Effective Instructional Program.	PSED *595:* Organization theory profile activity; case study joumal PSED 584 or BLED *S92:* Action research PSED 579: Charter school application PSED 560: Research project PSED *554:* Strategic planning PSED S15: Pro____ evaluation o osal
2.3 Apply Best Practice to Student Learning.	PSED 590: Supervision assignments PSBD *595:* Case study journal (dependant upon cases assigned) Synthesis of assignments from PSED *S95, 5S4,* 590 PSED 579: Professional development plan :from Charter School PSED 516: Small lesson on selected readin
2.4 Design Comprehensive Professional Growth Plans.	PSBD S90: Professional Development Plan
3.1 Manage the Organizatfon.	PSBD 590: Supervision assignments · PSED 596: Budget analysis PSED *595:* Problem solving activity PSBD 595: Case study joumal; Field experience journal; position function ysis Dal>er-
3.2 Manage the Operations.	PSBD 554: Planned instruction activity; interview activity PSED 579: Create a charter school activity; lesson plan reflection based on best practice . PSED *595;* Probl solving_activity; leadership model design PSED 595: Case study journal; field experience journal; position function analysis paper; written summary of MichaelFullan series activity on establishing priorities PSED **588:** Written products: case analysis, board of education policy review, research paper PSBD 595: Analysis and graphic organizer of macro- and micro- system .or • :ona1influence

3.3 Manage the Resources.	PSBD 590: Supervision assignments PSED 596: Budget analysis PSBD 556: Make decision on program evaluation case SPED 551: Inclusionaryplan PSED *595:* Research paper; case study jomnal; field experience jo ; position function analysis paper PSED 595: Problem solving activity PSED *596:* Budget analysis activity or final activity PSED579:Charterschoolapplicati.on PSBD 5S4: Strate •c planning
. 4.1 Collaborate withFamilies and Other Community Members.	PSED S16: Report on "relationships" SPED *5S1:* Inclusionary plan PSBD S95: Research pap community development activity PSED 595:Local board of education analysis paper
4.2 Respond to Community Interests andNeeds.	PSED *595:* School comuiunity field experience paper PSED 579: Charter school licati.on
4.3 Mobilize Community Resources.	PSED 515: Needs assessment activities SPED 551: Inclusionary :(llan PSED *595:* Research paper; community development activity PSED *595:* Local board of education analysis paper
5.1 Acts withIntegrity.	PSE]j 595: Leadership model design-including vision PSED S54: Interview activity PSED 59S: Written summary of Michael Fullan series activity on establishing priorities Ethics statement
5.2 Acts Fairly.	PSBD *595:* Leadership model design including vision PSBD *554:* Interview activity · PSED *595:* Written summary of Michael Fullan series activity on establishing priorities Ethics Statement
5.3 Acts Ethically.	PSBD 595: Leadmship model design including vision PSED *554:* Interview activity PSBD *595:·* Written summary of Michael Fuilanseries activity on establishing priorities Ethics Statement
6.1 Understand the Larger Educational Context	PSED S16: Report on school reform study PSBD S88: Written ducts: case analysis, board of education policy review, research paper PSED 595: Analysis and graphic organizer of macro- and micro- system organiutional :influence. PSBD 596: Bu et anal " acti • or final acttvttv PSBD *S9S:* Local board of education analysis paper; school community relations
·6.2 Respond to the Larger Educational Context.	experience paper SPED S51:Inclusion plan PSBD 595: Community demographics activity

Philosophy of Leadership and Administration

In a 1-2 page position paper state your philosophy of adm.inis1ration and leadership, vision for <u>student achievement</u> and code of professional ethics. In stating your beliefs address the following in a clear and concrete manner: ·

- The contextual·perspective of the school <u>organiz.a:tion</u> and the r le of the principal within the organization   .
- Reflective·professional growth and development
- <u>Professionalism</u> and ethics

Artifact Summary Format

In a 1-2 page summary, explain how this artifact demonstrates mastery of the standards using the following as guidelines:

1. What standard(s) are being met?

2. Using specific examples, explain how/why the artifact demonstrates your mastery of the   . outcome(s) by describing how the concepts, ideas and skills represented in the artifact demonstrate the symbiotic relationship between theory and practice. You need to be specific in your theoretical references as well as in the practical application orientation.

Additional Field Experience Requirements
Implementation Date - Summer 2006

PSED 96	*Visit* an urban orruralschool, tour the building, and interview an· administmtor about issues particular to that type of school. It must be a dis1rict different from the student's ownschool's classification.
PSEDS88	Attend the Practicing Administrator Panel Seaion that includes a special education administrator, a cmriculmn supervisor, and a vocational education administrator to broaden your perspective in regard to current educational issues.
PSBDS9S	Attend.aminimum ofone **Leadership Academy** session with a practicing administrator.
PSEDSS4	Participate in a cmriculmn alignment/revision/developmentsession in your district or in another district.
PSBDS92	·Interview the adminisfrator nspcmsible for developing, monitmin& and eva1uamJ.g Professional Development programming for adistrict in order to ascertain effective pramce applications, issues, problems, and solutions.

CROSS REFERENCE GRID

Indicate the standards (with an X in the appropriate cell) and fill in the course name and number to create a cross-reference. ·

	Standard 1.1	Standard 1.2	Standard i.s	Standard 2.1	Standard 2.2	Standard 2.3	Standard 2.4	Standard 3.1
Course								
Course								
Course								
Comse								
Course								
Course								
Course								
Course								
Course								

CROSS-REFERENCE GRID Continued

Indicate the standards (with an X in the appropriate cell).and fill in the course name and number to create a cross-reference.

	·Standard 3.2	Standard 3.3	Standard 4.1	Standard 4.2	Standard 4.3	Standard S.1	Standard 5.2	Stan d 5.3	Standard 6.1	Standard 6.2
Co e										
.Course										
Course										
Course										
Course										
Course										
Course										
Course										
Course										

Self-evaluation Worksheet

Instructions: After considering the questions posed in each section, answer with a yes or no, then rate yourself with an **Excellent, Satisfactory,** or **Needs Improvement.** If you rate any of your work below excellent then think about what you need to improve and design an action plan for refining your work. Aftet refining your work and reflecting on the significance of your accomplishment take time to practice articulating the contents of your portfolio.

	Organization of portfolio	**Performanc outcomes, themes or goals**
Definition	Portfolio organimtion refers to the way the portfolio is assembled, the inclusion of all requirements, the writing mechanics, and the clarity and creativity of the presentation. .	Performance outcomes identify the Imowledge, dispositions, and kills that teachers/adminisfrators should lmow and be able to demonstrate. They provide the conceptual framework for portfolio development and documentation. Goals identify areas for professi«:">nal development and·correlate with performance outcomes. Themes are generic categories inherent · throughout the outcomes that represent your philosophy.
Attributes that promote qualify" portfolios	Are the contents arranged logically? Are the **artifacts organized** effectively? Did I include all artifacts and meet all of the outcomes? Have I proofread for mechanical errors? Is the portfolio presented in a clear and effective manner?	Are pel'formance-based outcomes, themes or goals used as the foundation for the portfolio documentation? Is there evidence in the portfoli9 that communicates how I connect theory and practice? Di4 I complete the cross-reference chart to ensure co1111>leteness?
Action plan for refining products and presentation	Do I have a plan for completing both products? Are these internal deadlines? Are there any resources I need to order now?	Did I create two copies of the portfolio - one for PSED and one for me? Did I create an energizing way to present my achievements?
Documentation	Documentation refers to the artifacts selected to support your professional competencies. **Examples** of appropriate artifacts are listed on pp. 4-7. These·are only examples-you may have other products your course work that are just as appropriate•.	Are all the artifacts relevant to the outcomes? Do the artifacts provide substantial evidence in support of my competency and growth? Do the artifacts reflect that conn on of theory and practice? Have the artifacts been:revised based on course instructor comments?

| Summaries and Reflections | These are the narrative en1ries that provide information about the documents and insight about the portfolio developer's thoughts related to teaching and learning and/or educational <u>administration</u> and/or leadership. | Are the reflective summaries clearly articulated?
Do they provide a rationale for inclusion, linkage to :ehilosophical beliefs, comments about how the document supports the outcome, and specifically .link theozy to practice?
Do my reflective SUlDlllaries provide other information to help the reviewer understand how this artifact supports my ability to impact student lemµllg or demonstrate leadership? · |

Name of Student: _ _ _ _ _ _ _ _ _ _ _   Date: _ _ _ _ _ _

Scoring Guide/Criteria: Likert Scale
(for candidate reference and examiner use)

Directions: Circle the number on the continumil that reflects your evaluation of each of the following portfolio aspects. Use the "comments" section to provide feedback regarding your assessment.

1. Introductory documentation - cover, Plan of Study, resume

(1) Little or ,io evidence	(2) Limited evidence	(3) Some evidence	(4) Clear evidence	(5) Clear, convincing evidence
Does not provide the required documents; narratives lack insight, critical tbjnking, problem.-solving, and show no evidence of relationship between theory and practice				All documents are provided as specified; narratives reveal insight, critical thinking, problem-solving, and clearly show the relationship between theory **andpractice**

Comments:

2. Vision statement (1.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks personalization or substance; not supported by· sound educational theory				**Personalized,** substantive, and supported by research-based educational theory

Comments:

3. Articulation of Vision (1.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Unclear; lacks sense of commitment; unable to respond to questions accurately or fully				Clear; compelling; able to respond to questions iblly and accurately

Comments:

4. Positive School Culture (2.1)

Little or no evidence	Limited evidence	. Some evidence	Clear evidence ·	Clear, convincing evidence
Lacks knowledge of characteristics of diverse populations; insensitive to needs of students; limits involvement of stakeholders				Recognizes **characteristic** and needs of diverse populations; sensitive to needs of students; encourages involvement hi decision-making by all stakeholders

Comments:

5. Provide Effective Instructional Programs (2.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Unfocused goals; fails to recognize and respond to barriers to learning; creates few opportunities for learning				Establishes clear expectations; removes barriers for learning; creates many opportunities for learning

Comments:

6. Apply Best Practice to Student Learning (2.3)

Little or no evidence	Limited evidence	Some evidence	(4) Clear evidence	Clear, convincing evidence
Little research foundation; unarticulated curriculum				Applies Current research to a clearly articulated and comprehensive _curriculum

Comments:

7. Comprehensive Professional Development Plan (2.4)·

Little or·no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Plan does not identify goals for higher level performance; may not be consistent with organization's vision and goals				Plan clearly commitment to lifelong learning and the organization's vision and goals; advocates for the profession

Comments:

8. Managing the Organization (3.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks understanding of teaching and learning, developmental theory, and organizational development; does not create systems that optimize student learning				Uses knowledge of teaching .and learning, developmental theory, and organizational development theory to create a system that optimizes student learning

Comments:

9. Managing Operations (3.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Continually makes unilateral decisions; lacks effective interpersonal skills; fails to manage or avoids all conflict				Involves stakeholders in goal-setting and decision-making where appropriate; uses interpersonal skills to build communication and manage conflict

Comments:

10. Managing Resources (3.3)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Does not establish priorities, and fails to use available resomces and technology supports				Seeks new resources; uses a data-based, resource priority-setting process and technological supports

Comments:

11. Collaboration to Positively Affect Student Learning (4.1)

Little or no evidence	Limited evidence	So.me evidence .	Clear evidence	Clear, convincing evidence
Does not seek partnerships, involve stakeholders in ·decision-making, or collaborate with. community agencies				Utilizes effective communication and marketing strategies; proactively seeks partnerships; involves all stakeholders in decision-making; works with community agencies to foster learning

Comments:

12. Respond to Community Interests and Needs (4.2)

Little or no evidence	Limited evidence .	Some evidence	Clear evidence	Clear, convincing evidence
Lacks lmowledge of community or chooses not to utilize it				Highly visible in community; attends community events; knows key community members

Comments:

13. Mobilize Community Resources (4.3)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Does not:involve outside sources and discourage·s volunteering and partnerships; lacks knowledge of possible resources in greater · community				Seeks support for learning from outside sources; encourages volunteerism and partnerships; knowledgeable of potential resources in greater · community

Comments:

14. Acting with Integrity (5.1)

Little or no evidence	Limited evidence	Some evidence ·	Clear evidence	Clear, convincing evidence
.Leadership style does not establish trust or reflect a · commitment to service and personal values				Service, values-based leadership style; establishes mutual trust

Comments:

15. Acting Fairly (5.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Partial, does not demonstrate respect for diversity, uses ineffective communication skills				Impartial, proactive attitude and behaviors regarding diversity issues, uses effective communication skills

Comments:

16. Acting Ethically (5.3)

Little or no evidence	Limited evidence	Some evidence	Clear evidence .	Clear,convincing evidence
Actions do not reflect universal values nor a focus on student learning				Articulates and acts on a core set of universal values; respects the norms of the community; operationalizes the concept, "What is in the best interest of the student?"

Comments:

17. Understand the Larger Context (6.1)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks knowledge of the school entity's needs-and demographics				Can accurately descn"be the needs and demographics of aschoolentity;integrates needs with laws, policies, and mandates

Comments:

17-

18. Respond to the Larger Context (6.2)

Little or no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Does not demonstrate the need to communicate with **the** CODUl).unity				Articulates the need to proactively communicate visio program, and issues to community; establishes positive two..way communication channels with community

Comments:

19. Written Communication

Little or-no evidence	Limited evidence	Some evidence	Clear evidence	Clear, convincing evidence
Lacks clarity, focus, and coherence, with many rs in grammar and mechanics				Clear and coherent with no errors in or mechanics

Comments:

20. Oral Communication Skills

Little or no evidence	Limited evidence	Some evidence	Clear. evidence	Clear, convincing evidence
Poor eye contact, too quiet or too loµd, does not engage audience, lack of enthusiasm				Effective eye contact, good tone, voice quality and animation

Comments:

Overall Rating

| Unsatisfactory | Satisfactory | Outstanding |

Comments and recommendations:

Reviewers: _____   Date: _ _ _ _ _ _

_____   Date: _____

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Portfolio Exhibition Rubric

	1 REVISE	2 MASTERY	3 OUTSTANDING
Content	-Artifacts are missing -Summaries are unclear -Criteria for standards has not been met -Insufficient course distribution	-All supporting artifacts are presented -Summaries are comprehensive -Meets criteria for standards -Course distribution meets requirements	-Artifacts are model examples of best practice: supporting theory is evident in design and application -Summaries exceed requirements -Exceeds criteria for standards
Outcome 1- Employs the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for diverse learners.	-No artifact for this outcome or artifact does not address this outcome.	-Artifact(s) evidence that the outcome was successfully met.	-Artifact(s) present in depth evidence that outcome was met.
Outcome 2- Articulates, applies and adapts theoretical constructs of learning and development, assessment, and effective instruction.	-No artifact for this outcome or artifact does not address this outcome.	-Artifact(s) evidence that the· outcome was successfully met.	-Artifact(s) present in depth evidence that outcome was met.
Outcome 3- Implements a cycle of quantitative and qualitative research that leads to improved student achievement.	-No artifact for this outcome or artifact does not address this outcome.	-Artifact(s) evidence that the outcome was successfully met.	-Artifact(s) present in depth evidence that outcome was met.
Outcome 4- Models critical and creative thinking skills in all areas of his or her professional life.	-No artifact for this outcome or artifact does not address this outcome.	-Artifact(s) evidence that the outcome was successfully ipet.	-Artifact(s) present in depth evidence that outcome was met.
Outcome 5- Employs effective verbal, nonverbal, and technological communication techniques to foster active inquiry, collaboration, and guided interaction in a positive learning environment.	-No artifact for this outcome or artifact does not address this outcome.	-Artifact(s) evidence that the outcome was successfully met.	-Artifact(s) present in depth evidence that outcome was met.

Outcome 6- Performs as a reflective and ethical practitioner who continually evaluates the effe ts of his or her choices and actions on others (students, parent, and other professionals in the learning community).	-No artifact for this outcome or artifact does not address this outcome.	-Artifact(s) evidence that the outcome was successfully met.	-Artifact(s) present in depth evidence that outcome was met.
Outcome 7- Engages in professional growth and serves as an advocate for the profession.	-No artifact for this outcome or artifact does not address this outcome.	-Artifact(s) evidence that the outcome was successfully met.	-Artifact(s) present in depth evidence that outcome was met.
Outcome 8- Talces a leadership role in developing partnerships and collaborative relationships with colleagues, parents, and agencies in the Iar2er community.	-No artifact for this outcome or artifact does not address this outcome.	-Artifact(s) evidence that the outcome was successfully met<	-Artifact(s) present in depth evidence that outcome was met.
Organization	- Organization does not meet stated requirements	Organization meets stated requirements	- Organization meets stated requirements and is visually enhanced for facilitation of reviewer
Written Expression	-Grammatical and mechanical errors - Summaries and artifacts lack coherence and readability - Lack of professional vocabulary and terminology	- No.evidence of grammatical and niechanical errors - Summaries and artifacts are coherent and clearly support standards - Use of professional vocabulary and terminology is evident	- No evidence of mechanical or grammatical errors and writing style demonstrates writing for purpose competency - Summary and artifact written expression exceeds standard -Vocabulary and terminology is varied, creative, and indicates higher order thinking
Exhibition of Portfolio	- Lack of preparation and organization is evident - Minimal response to questions - Lack of effective verbal communication	- Organized, well planned - Used supporting visuals, if appropriate - Adequate response to questions - Effective verbal communication	- Flow of presentation demonstrated planning, organization and practice - Enhanced responses to questions and provided reflective comments - Verbal communication natural and responsive

Scoring Rubric - for candidate reference and examiner use

Directions: Circle the number on the continuum that reflects your evaluation of each of the following portfolio aspects. Use the "comments" section to provide feedback regarding your assessment.

1. Introductory documentation.- cover, Plan of Study, resume

          1   2   3   4   *5*

    Does not provide the   All documents are

    required documents   provided as specified

    Comments:

2. Philosophy statement

          1   2   3   4   *5*

    Lacks personalization, substantive   Personalized, substantive

    support, and not educationally sound   support, and educationally sound

    Comments:

3. Outcomes

          1   2   3   4   *5*

    No obvious evidence that   Clearly evident that

    performance outcomes have   performance outcomes

    been met   have been met

    Comments:

4. Documentation

          1   2   3   4   *5*

    Limited artifacts that   Variety of artifacts that

    lack substance, and do not provide   have substance and provide

    adequate evidence in support of   irrefutable evidence supporting

    performance outcomes   performance outcomes

    Comments:

5. Reflective summaries

          1   2   3   4   *5*

    Narratives lack clarity and do   Clearly articulated narratives

    not provide enough information   that provide substantial

    related to the artifacts and their   information related to the artifacts

    relevance to performance outcomes   and their relevance to the

                                          performance outcomes

    Comments:

6. Professional _Development Plan

1	2	3	4	*5*

Plan does not identify goals for
higher level performance

Plan clearly outlines
commitment to professional
development and the profession

Comments:

7. Writing mechanics

1	2	3	4	*5*

Lacks clarity with many errors
in grammar, spelling, and punctuation

Demonstrates clarity with no
errors in grammar, spelling, or
punctuation

Comments:

8. Annotated bibliography

1	2	3	4	*5*

Entries do not reflect the
content of the book or professional value

Entries reflect the content of
the book, the value to the
profession, and a critical
analysis of personal opinion

Comments:

9. Organization an4 appearance of portfolio

1	2	3	4	*5*

Unprofessional appearance,
unorganized, difficult
to locate documents
and incomplete

Professional appearance,
organized, creative, easy access
to documents, and all
requirements provided

Comments:

10. Overall rating

1	2	3	4	*5*

Unsatisfactory
Does not support
outcomes or meet
requirements

Satisfactory
Adequately supports
outcomes and meets
requirements

Outstanding
Clearly and substantively
supports outcomes and
quality of product exceeds
requirements

Overall comments and recommendations:

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Overclll Point Score
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Passi.ng % Score   75
Status   **PASSED**

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Food Prep. Display and Service	28	27
Compliance wilh Re_gulatory	11	11

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Internship Employer Evaluation Form=
Program Learning Outcomes that will be measured (PLO}
2. Demonstrate content knowledge in tl,e field of Hospitality Management,
6. Demonstrate industry competency and skills duringfield experiencesli11ternsl,ips,

Student Intern_____

Faculty Supervisor _____

Employer Supervisor (Name and Title)_____   Email: _____

Name of Organization _____

Directions: For each item below, indicate your rating of the intern student who works for you.

SA=strongly agree, A=agree, UN= Undecided D=disagree, SD=strongly disagree

The intern student I   supervise

	SA	A	UN	D	SD	
PLO 2	l	2	3	4	5	1. has adequately prepared for this job in terms of previous college course work
PLO 6	1	2	3	4	5	2. attends regularly and is punctual
PLO 6	l	2	3	4	5	3. works well with other employees
PLO	1	2	3	4	5	4. exhibits a positive attitude toward his/her work
PLO 6	1	2	3	4	5	5. maintains appropriate professional appearance
PLO 6	1	2	3	4	5	6. communicates clearly
PLO 6	1	2	3	4	5	7. carries out assigned duties efficiently
PLO 6	1	2	3	4	5	8. does careful and'thorough work
PLO 6	1	2	3	4	5	9. works well independently
PLO 6	1	2	3	4	5	10. takes initiative
PLO 6	1	2	3	4	5	11. shows an aptitude for this kind of work
PLO 6	1	2	3	4	5	12. has been an asset to the organization
PLO 6	1	2	3	4	5	13 Circumstances permitting, would you employ this person in a career position after graduation? Yes No .

Please identify any gaps in college course work in question I so we may better serve the students and future interns_____

_____

_____