

Comprehensive Portfolio Assessment

Policy and Protocol Manual

for

M.Ed. Candidates

Department of Professional and Secondary Education

Concentration: Professional Education

Contents

- Introduction and Important Dates3
- Master of Education Digital Portfolio4
 - Master Teacher Outcomes 5
 - Artifact Summary Format 6
 - Philosophy of Education Statement 6
 - Self-Evaluation Worksheet 7
- Portfolio Exhibition Rubric.....8
 - Scoring Rubric..... 9

Introduction and Important Dates

In keeping with our commitment to model intentional teaching behaviors and develop reflective, deliberate educators, the faculty of the Professional and Secondary Education Department requires the development of a portfolio as the culminating assessment demonstrating mastery of learning objectives over the course of the Master's Degree in Education program. As a candidate, you will submit a digital portfolio of artifacts demonstrating their learning over their coursework and participate in an oral presentation to a panel of faculty.

Tasks for Prospective Graduates

Candidates for the Master's Degree in Education must complete the following steps during the semester in which they intend to graduate:

- **Step 1:** Submit an Intent to Graduate form with the Graduate College. The form is located on the ESU website at https://www.esu.edu/graduation/graduate/graduate_intent_graduate.cfm.
- **Step 2:** Submit a comprehensive digital portfolio to the PSED Graduate Coordinator at ccooper12@esu.edu. Please adhere to the guidelines in this document when developing and submitting your portfolio.
- **Step 3:** Participate in an oral presentation and exhibition of the portfolio to PSED faculty.

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

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

The portfolio presentation is an opportunity for you to showcase the skills, content knowledge, and concepts that you have developed during your graduate program. Additionally, the portfolio can serve as a foundation for 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.

Because your portfolio will be in a digital format, you should consider displaying selected artifacts from your portfolio as a part of your presentation. 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. The oral review and exhibition are scheduled for approximately 1 hour. For digital submission of your portfolio, a cloud-based platform is preferred such as a Google Drive or Google Slides link. It is highly suggested that candidates back up their portfolio on a thumb drive in case of technical difficulty.

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 ccooper12@esu.edu.

An exemplary example of a digital portfolio is available for your review on the PSED website.

*The August Graduation has no ceremony.

Master of Education Digital Portfolio

The comprehensive digital 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 digital portfolio enables the student to become a reflective learner and to continue on the path of life-long learning.

The portfolio must be submitted in a digital format. Suggested digital formats include Web Portfolio, Google Drive or a thumb drive.

If the digital portfolio is saved on a cloud-based service such as Google Drive, the candidate should send a link to the portfolio to the Graduate Coordinator and the PSED department secretary. When you email the link, please be sure to include your name and the phrase “Digital Portfolio Link” in the subject line of the email.

If the digital portfolio is saved on a thumb drive, the candidate must submit 2 labeled copies, PC compatible, formatted in PDF. **Please be sure to keep a copy for yourself for the exhibition.**

The comprehensive portfolio must contain the following (a sample or explanation for each item is contained in the packet):

1. Name, Date submitted, Advisor
2. Professional resume (no more than 1 page, remove address, phone number, etc.)
3. List of artifacts so they may easily be located
4. Artifacts from graduate program courses to demonstrate all Master Educator Outcomes. Criteria:
 - a. 7-10 artifacts selected from at least 7 courses identified in the approved Plan of Study
 - b. Artifacts address all Master Educator Outcomes must be addressed
 - c. Artifacts can document more than one outcome, but all applicable outcomes must be identified
5. Summary sheet preceding each artifact with a brief narrative supporting how the outcome(s) have been met
6. Philosophy of Education statement
7. Plan for future professional growth. This should address, but not be limited to, such topics as professional organization participation, course or program enrollment, and research activity.
8. Annotated bibliography of at least 5 entries from the departmental enhancement reading list. The list is available on the PSED website. You may *not* select a required text for a course as one of the texts for annotation. You may use one text of special academic interest to you, with pre-approval of your advisor.
9. Self-evaluation worksheet

Master Teacher Outcomes

Below is a list of the Master Teacher Outcomes with a list of artifacts that are examples 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 central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make these aspects of subject matter meaningful for diverse learners.**
Examples: Lesson or unit plan from Seminar I or II (certification candidates only); curriculum project from PSED 516; curriculum project from any curriculum course; other
- 2. Articulates, applies and adapts theoretical constructs of learning and development, assessment, and effective instruction.**
Examples: Traditional or non-traditional assessments from the Learner and the Learning Process, Seminar I or II (certificate candidates only), any curriculum course
- 3. Implements a cycle of quantitative and qualitative research that leads to improved student achievement.**
Examples: Final project from Introduction to Research or Educational Data; action research project from any course from approved Plan of Study; other
- 4. Models critical and creative thinking skills in all areas of their professional life.**
Examples: Critical analysis paper from Teacher and School Community or 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.**
Examples: Project from MCOM 510 – Computers in Education; reflective analysis of teaching episode – video; class presentations/projects that utilize a technology based medium; other
- 6. Performs as a reflective and ethical practitioner who continually evaluates the effects of their choices and actions on others (students, parents, and other professionals in the learning community).**
Examples: Paper from any approved course from Plan of Study that analyzes and reflects on an actual classroom practice; action research from any approved course; field experience journal; other
- 7. Engages in professional growth and serves as an advocate for the profession.**
Examples: Project from any approved course that demonstrates a change or adjustment in your teaching behavior; other
- 8. Takes a leadership role in developing partnerships and collaborative relationships with colleagues, parents, and agencies in the larger community.**
Examples: Group project from any approved course that demonstrates the development of your leadership skills or validates your responsibility and role as a leader; action Plan from SPED 551; 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 outcome(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 of Education 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:

- student learning
- deliberate, reflective teaching assessment
- classroom climate professionalism diversity

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 philosophy.	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 all 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?	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 leadership?
Action plan for refining products and Presentation				

Portfolio Exhibition Rubric

	REVISE	MASTERY	OUTSTANDING
Content	<ul style="list-style-type: none"> • Artifacts are missing • Summaries are unclear • Criteria for standards has not been met • Insufficient course distribution 	<ul style="list-style-type: none"> • All supporting artifacts are presented • Summaries are comprehensive • Meets criteria for standards • Course distribution meets requirements 	<ul style="list-style-type: none"> • Artifacts are model examples of best practice: supporting theory is evident in design and application • Summaries exceed requirements • Exceeds criteria for standards
Organization	<ul style="list-style-type: none"> • Organization does not meet stated requirements 	<ul style="list-style-type: none"> • Organization meets stated requirements 	<ul style="list-style-type: none"> • Organization meets stated requirements and is visually enhanced for facilitation of reviewer
Written Expression	<ul style="list-style-type: none"> • Grammatical and mechanical errors • Summaries and artifacts lack coherence and readability • Lack of professional vocabulary and terminology 	<ul style="list-style-type: none"> • No evidence of grammatical and mechanical errors • Summaries and artifacts are coherent and clearly support standards • Use of professional vocabulary and terminology is evident 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Lack of preparation and organization is evident • Minimal response to questions • Lack of effective verbal communication 	<ul style="list-style-type: none"> • Organized, well planned • Used supporting visuals, if appropriate • Adequate response to questions • Effective verbal communication 	<ul style="list-style-type: none"> • 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, resume

1	2	3	4	5
Does not provide the required documents			All documents are provided as specified	
Comments:				

2. Philosophy statement

1	2	3	4	5
Lacks personalization, substantive support, and not educationally sound			Personalized, substantive, support, and educationally sound	
Comments:				

3. Outcomes

1	2	3	4	5
No obvious evidence that performance outcomes have been met			Clearly evident that performance outcomes have been met	
Comments:				

4. Documentation

1	2	3	4	5
Limited artifacts that lack substance, and do not provide adequate evidence in support of performance outcomes			Variety of artifacts that have substance and provide irrefutable evidence supporting performance outcomes	
Comments:				

5. Reflective Summaries

1 2 3 4 5

Narrative lacks clarity and does not provide enough information related to the artifacts and their relevance to the performance outcomes.

Clearly articulated narratives that provide substantial information related to the artifacts 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 book content the value to the profession, and critical analysis of personal opinion

Comments:

9. Organization & Appearance of the 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		Satisfactory		Outstanding
Does not support outcomes or meet requirements		Adequately supports outcomes and meets requirements		Clearly and substantively supports outcomes and quality of product exceeds requirements

Comments: