

Master of Arts in Education Degree: PORTFOLIO GUIDE

The intent of the culminating graduate portfolio is to assess your competence in all of the Conceptual Framework standards in our program, and in the KY Experienced Teacher Standards.

Spring deadline: May 28, 2008; turn in at the Graduate Office, Anderson Hall

Format: We accept either an electronic format of some kind, or a paper copy. If you choose the paper, or hard, copy, do not use plastic protector sheets. Just punch and collate your papers in a 3-ring binder.

Section I: (1) A title page; (2) table of contents; (3) a personal narrative (3-4 pages); and (4) an introductory section (4 or more pages) which explains your entries. These entries should illustrate your mastery of the various components of the Conceptual Framework and the Kentucky Experienced Teacher Standards. The narrative and introduction should be double-spaced.

In the introduction section (4 above) you should discuss why you believe a particular entry shows evidence of your competence in a particular standard or standards. All entries should come from your coursework. If you cannot provide for a particular standard through course submissions, then discuss how you meet this standard otherwise and how your graduate experience has helped to do so. For instance, professional leadership may not be easily documented through an entry from a course; however, we hope that you can provide evidence of professional leadership on the job and can discuss how your Georgetown Experience helped you to grow in that area.

Section II: This section contains the entries, a collection of papers and projects from a variety of your coursework. For this section, you must have a minimum of six entries. The entries should provide substantial evidence of mastery of the standards, listed below, in the Conceptual Framework. Most entries will probably cover more than one standard, but every standard must be addressed.

Professional Skills and Competencies

1. You know the essential ideas/concepts in your discipline; demonstrating knowledge of content in order to integrate ideas across disciplines and connect knowledge to the real world.
2. You can design effective learning experiences that are developmentally appropriate, intellectually challenging and engaging, consistent with academic learning goals, and that meet the needs of all learners.
3. You can use effective instructional strategies (use explicit teaching, modify instruction when necessary, facilitate high-level interaction and cognition, and differentiate instruction for diverse learners). Include evidence of student achievement resulting from instruction, if available.
4. You can use technology to support instruction, to gather and maintain data on student performance, and to communicate with others.
5. You use multiple assessment measures, considering student differences in designing assessment measures, and using assessment results to evaluate and plan for future instruction.
6. You use effective classroom management and discipline strategies to foster responsibility and cooperation and meet the multiple needs of students.
7. You create and maintain learning environments that promote learning and respect
8. You collaborate effectively with families, administrators, other teachers, and the community; demonstrate team membership skills, and develop partnerships with families and the community.

Professional Values and Dispositions

9. You demonstrate professional leadership within the school, community, and education profession to improve student learning and well-being.
10. You demonstrate a commitment to growth through active involvement in the profession

11. You demonstrate a commitment to students and families by keeping abreast of research, new resources, and best practices and seek creative ways to assure that all students learn at high levels.
12. You demonstrate appreciation for diversity with high expectations for all students and appreciation for the diverse perspectives of students and families.

Reflective Practice

13. You demonstrate a coherent philosophy of education and the ability to engage in continuous reflection in order to improve student learning.

Section III: In this section, include the checklist of standards in the table below with designations of which entries illustrate each one.

In the cell to the left of each objective, list one or two entries from your portfolio which illustrate that standard. For example, "Unit plan, EDU 505".....

Section III Checklist

<u>Entries</u>	<u>Standards</u>
	Professional Skills and Competencies:
	(1) Evidence that you have a thorough knowledge of content; connections have been made to the real world and to other disciplines. The candidate demonstrates knowledge through inquiry, critical analysis, and synthesis of the subject.
	(2) Evidence that you can plan instruction that is developmentally appropriate, intellectually challenging and engaging, consistent with academic learning goals, and meets the needs of all learners.
	(3) Evidence that you are able to use explicit teaching, modify instruction when necessary, facilitate high-level interaction and cognition, and adapt instruction for diverse learners. There is also evidence of student achievement resulting from instruction.
	(4) Evidence that you can use technology to support instruction, to gather data on student performance, and to communicate with others.
	(5) Evidence that you use a variety of assessment measures, considers student differences in designing assessment measures, and uses assessment results to determine the effectiveness of instruction and to plan for future instruction.
	(6) Evidence that you can implement a variety of effective classroom management techniques the foster responsibility and cooperation and that meets the multiple needs of students.

<u>Entries</u>	<u>Standards</u>
	(7) Evidence that you are able to create a learning climate that supports and nurtures every student and that fosters mutual inquiry and respect.
	(8) Evidence that you can collaborate effectively with other teachers, and administrators, demonstrate team membership skills, and develop partnerships with families and the community.
	Professional Values and Dispositions
	(9) Evidence that you provide professional leadership within the school, community, and education profession to improve student learning and well-being.
	(10) Evidence that you seek opportunities for professional growth and demonstrates active involvement in the profession.
	(11) Evidence that you keep abreast of research, new resources, and best practices and seek creative ways to assure that all students learn at high levels.
	(12) Evidence that you have high expectations for all students and show respect and appreciation for the diverse perspectives of students and families, adapting instructional practices to make them more culturally congruent with the students they teach.
	Reflective Practice

<u>Entries</u>	<u>Standards</u>
	(13) Evidence that you engage in continuous reflection at all three levels—technical, practical, critical—to improve student learning. There is also evidence that you have coherent philosophy of education.

Your portfolio will be scored as Acceptable or Not Acceptable, on the basis of overall Quality (grammatical and mechanical), and Completeness (all required elements are included).

Resubmission: If your portfolio is not acceptable, you will have an opportunity to resubmit.