**Portfolios**

The Faculty Research Advisor will evaluate the graduate candidate’s Portfolio, the evidence based document substantiating the candidate’s completion of the stated goals in the Graduate Studies Program in the Helen DeVos College of Education. It is important for each candidate to understand this unit’s mission and demonstrate competences in the stated goals in the respective programs. Over the course of the candidate’s tenure, he or she will collect work samples to assure evaluators that the candidate has minimal competencies relative to the goals identified below. These artifacts (at least two for each goal in the selected program) demonstrate that he or she is "at standard" when measured against each of the goals in the selected program (Ed.S., M.Ed., or MAT). The *Faculty Research Advisor* will review and evaluate the final product and return the evaluation form to the Graduate Education Office at least fourteen days (14 days) prior to the candidate’s graduation date. The following *Frequently Asked Questions about the Portfolio* and the *Organizational Guide* should help the candidate organize and compile the appropriate evidence in the document and aid the *Faculty Research Advisor* in evaluating the final product.

**Master Level Portfolios**

The preliminary pages and appendices of the Masters and Educational Specialists Portfolio is essentially the same. The body of these documents will vary slightly. For each of the goals in the respective Master level programs (M.Ed. and M.A.T.), the candidate will select two (2) work samples over the course of the program that demonstrate that he or she is at standard relative to the specific outcome goal. Each of these entries will be accompanied by a paragraph that explains how and why this work sample is evidence of that goals attainment. For the specific outcome goals, see *Program Goals: Master of Education and Master of Arts in Teaching* section below.

**Program Goals: Master of Education and Master of Arts in Teaching**

***Master of Education (M.Ed.)*** students will demonstrate:

1. Extended **knowledge and experience** in the area of learning and instruction, including conceptual and practical applications of practices that support the process.
2. Understanding and utilization of **research methods** that improve practices in schools and classrooms.
3. Ability to apply knowledge of **multi-media technology** to school and classroom practices.
4. Understanding and application of practice of **inclusive educational opportunities** for learners from diverse backgrounds and disabilities.
5. Enhancement and extension of knowledge of current **trends and issues** in education.
6. Demonstration of **professional contributions**, such as leadership in professional organizations, provision of in-service education for peers and mentorship of beginning teachers.
7. Articulation of a **Christian worldview** of teaching.

**Outcomes of Student Learning: *Master of Arts in Teaching (MAT)*** students will demonstrate:

1. Extended **knowledge and experience** in the area of learning and instruction, including conceptual and practical applications of practices that support the process.
2. Understanding and utilization of **research methods** that improve practices in schools and classrooms.
3. Ability to apply knowledge of **multi-media technology** to school and classroom practices.
4. Understanding and application of practice of **inclusive educational opportunities** for learners from diverse backgrounds and disabilities.
5. Enhancement and extension of knowledge of current **trends and issues** in education.
6. Articulation of a **Christian worldview** of teaching.

FAQ about the Portfolio

**What is a portfolio?** A portfolio is not a cumulative work folder, but systematically collected elements of a student’s work samples. These educational artifacts offer evidence the student is “at standard” regarding the published goals of the institution. The portfolio is also a tool in the academic advising process and serves as a personal memento of the graduate program. The university provides an outline as a suggested format for the collection.

**What is included in my portfolio?** The student is encouraged to value his/her own work and is therefore the selecting authority on the samples included. Tests, papers, and a wide variety of other tangible documents may be incorporated. The student is encouraged to be selective in choosing documents for the portfolio. The determination of “at,” “above,” or “below” standard requires student reflection on the selected documents. The program outcome goals of the each of the Graduate Programs (Educational Specialist; Master of Education, and Master of Arts in Teaching) provide the fundamental framework for the material included. The dividers in the binder reflect the fundamental aspects of the program goal (the complete goals are listed below). The candidate is encouraged to choose artifacts that demonstrate progress toward the standards implied.

**When do I turn in my portfolio?** The portfolio is due to *Faculty Research Advisor* 14 days prior to graduation. He or she will evaluate the Portfoli*o* using the *Portfolio Evaluation Form* and submit that document as evidence the candidate has completed this requirement. Specific due dates for winter, spring, and summer graduates are posted in *Chapter One* of this document.

**To whom and how should I turn my portfolio in?** The portfolio is turned into the *Faculty Research Advisor* who grades the work in accordance with the *Portfolio Evaluation Form*. A copy of that form is given to the student and the original is turned into the Graduate Office for the student’s permanent file. Because this is a personal reflection and record of one’s graduate experience, there will be obvious differences and variations in the forms and documents included in individual portfolios. However, each will satisfy the minimal fundamental requirements established by the Graduate Programs in Education (two work samples per goal accompanied by written justification for including the item).

**How is it graded?** *The Faculty Research Advisor* will review the portfolio and provide written comments on the candidate’s work on the appropriate evaluation form. The various sections will be marked “at,” “below,” or “above standard.” The final assessment is on a Pass/Fail basis. Only the *Portfolio Evaluation Form,* completed by the *Faculty Research Advisor*, will be submitted to the Graduate Education Office. After the *Faculty Research Advisor* evaluates the Portfolio, it will be immediately returned to the candidate.

**Organization of the Portfolio**

The work samples in the portfolio are usually assembled in a large three-ringed binder. Plastic page covers are recommended to avoid punching holes in some of the documents. The sections of the portfolio match the outcome goals of each program (EDS, MAT and MED). The appearance of the portfolio should represent the candidate’s best effort and reflect personal standards of excellence. The general organization of the portfolio should be arranged in the following order:

**General Information**

**Title Page:** The completed Title Page (student will type his/her name and sign the Title Page) slips into the plastic cover on the front of the binder.

**Table of Contents**: TheTable of Contents will reflect the items included in the Portfolio Assessment Form.

**Introduction Letter:** This letter from the Director of Graduate Studies in Education and the Dean of the Helen DeVos College of Education specifies the general purpose of the portfolio.

**Course Sequence:**  This document identifies the courses in the program specific to the student’s major concentration.

**Program Model:**  This visual model identifies the candidate’s response to each of the unit’s goals: *Life Long Learner; Effective Teacher;* and *Ethical Practitioner* that express thegeneral philosophy of the Helen DeVos College of Education.

**Dispositions:** The candidate will include the plan to strengthen the three dispositions selected.

**Voluntary Community Service:** Each candidate is encouraged to serve 10 hours of voluntary community service. A brief paper describing the service will be included and those completing this requirement will be recognized at the annual summer banquet.

**Personal Education Philosophy:** This document reflects changes in the candidate’s philosophical assumptions after completing the graduate curriculum.

**Resume/Vitae:** Because the Portfolio may be used as a recruitment / job interview tool, the candidate’s personal work history and qualifications should be included.

**Program Outcome Goals**

**Program Outcome Goals:** This is the main body of the portfolio. There should be clearly identified sections for each of the outcome goals identified by the college catalog specific to each program (Ed.S., M.A.T., M.Ed.). At the beginning of eachsection, the candidate will include a page that identifies each of the artifacts or work samples included. After each identification, a brief caption explaining why and how achievement of the goal (at or above standard) is demonstrated and how that product relates to the Program Model.

**Appendix**

**Personal Educational Philosophy:** In order to document refinement and change, the philosophy statement required as part of the admission to the program should be included as well as any subsequent revisions.

**Resume/Vitae:** This is a document that outlines the student’s individual professional preparation as a career educator

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**MASTER LEVEL PORTFOLIO ASSESSMENT**

Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_

Program: M.Ed.\_\_\_\_\_ M.A.T.\_\_\_\_\_ Conncentration\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
| **Section** | **Items** | **Included**  **Yes No** | | | |
| **General Information** | Title Page |  | |  | |
| Table of Contents |  | |  | |
| Introduction Letter |  | |  | |
| Course Sequence |  | |  | |
| Program Model |  | |  | |
| Admission to Candidacy Application |  | |  | |
| Disposition Plans |  | |  | |
| Voluntary Community Service |  | |  | |
| Personal Educational Philosophy |  | |  | |
| Resume/Vitae |  | |  | |
|  |  | **Above Standard** | **At Standard** | | **Below Standard** |
| **Program Outcome Goals** | **Knowledge & Experience** |  |  | |  |
| **Research Methods** |  |  | |  |
| **Technology** |  |  | |  |
| **Inclusive Education** |  |  | |  |
| **Current Trends & Issues** |  |  | |  |
| **Professional Contributions\*\*** |  |  | |  |
| **Worldview** |  |  | |  |
| **Appendix** |  |  |  | |  |
|  |  |  | |  |
|  |  |  | |  |
| **OVERALL GRADE** |  | **Above Standard** | **At Standard** | | **Below Standard\*** |

|  |  |
| --- | --- |
| **Evidence Evaluator Comments** (use the back of this sheet for additional comments) | |
| Professional Growth |  |
| Variety of Samples |  |
| Problem Solving & Reflection |  |

**Evaluator**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Pass\_\_\_\_ Fail\_\_\_\_**

\* If this item is circled, corrections will be noted on the back of this paper and must be completed before the Portfolio is resubmitted

\*\* Completed only by M.Ed. Students