**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.

Educational Specialist Portfolios

The body of the Ed.S. Portfolio will differ slightly from Portfolios in the Masters Program. The specific outcome goals in the Ed.S. program are divided into three sections reflecting the model adopted by the Helen DeVos College of Education: *Life Long Learning; Effective Educator; Ethical Practitioner*. In the two Ed.S. tracks--*Classroom Teaching* and *Educational Leadership*—the candidate will select three (3) work samples for each of the three divisions in his or her track that demonstrate master of the identified outcome goals (a total of nine entries). Each of these entries will be accompanied by a paragraph explaining how the work sample demonstrates the candidate is “at standard” relative to the goal.For the specific outcome goals, see *Program Goals: Master of Education and Master of Arts in Teaching* section below.

**Program Goals: Educational Specialist**

**Classroom Teaching**: The Educational Specialist Degree with a concentration in Classroom Teaching seeks to prepare teachers to meet the exacting standards of *National Board for Professional Teaching Standards.* Toward that end, this program specifically should train classroom teachers to:

Be a **Life Long Learner**

* Have a rich understanding of the subject and how knowledge in that area is created, organized, and linked to other disciplines.
* Understand where difficulties are likely to arise and modify practice accordingly.
* Engage students and adults to assist in teaching.
* Expand and deepen the knowledge and adaptations to new teaching ideas and theories.
* Employ multiple methods of assessment.
* Adopt an experimental and problem-solving orientation.
* Draw on the knowledge of human development, subject matter, and instructional techniques to make reasoned instructional decisions.
* Contribute to the effectiveness of the school and broader learning community.
* Critically reflect on his or her own practice.
* Understand national, state, and local educational initiatives.
* Become knowledgeable about specialized school and community resources that can be used to student s’ benefit.

Be an **Effective Educator**

* Create, enrich, maintain, and alter instructional settings to capture and sustain the interest of students.
* Adjust practice based on observation and knowledge of student interest, abilities, skills, knowledge, family circumstance, and peer relationships.
* Understand how students develop and learn.
* Develop student’s cognitive capacity and respect for learning.
* Develop the analytical capacities of the student.
* Command specialized knowledge of how to convey subject matter to students.
* Teach students how to pose and solve problems.
* Engage groups of students to ensure a disciplined learning environment.
* Organize instruction to allow school goals to be met.
* Assess progress of individual students and the class as a whole.
* Explain student performance to parents.

Become an **Ethical Practitioner**

* Treat students equitably, recognizing the individual differences that distinguish one student from another.
* Be aware of influences of context and culture on learning.
* Foster motivation, character, responsibility, and respect for individual differences.
* Set norms for social interaction among students and between students and teachers.
* Model curiosity, tolerance, honesty, and respect for diversity.
* Work collaboratively with parents in the productive work of the school.

**Educational Leadership**: The Educational Specialist Degree with a concentration in Educational Leadership seeks to prepare school leaders for the 21st century. Specifically the program’s outcome goals are modeled after those mandated by the *Tennessee State Board of Education for the Administrator License* (2006), and trains school administrators that:

Be a **Life Long Learner**

* Develop an implementation plan with objectives and strategies to achieve the vision and goals of the school and system.
* Communicate, implement, marshal resources, monitor, evaluate, and revise the plan.
* Promote student learning using knowledge of human development and learning theory, best practice, data, and appropriate technologies.
* Establish partnerships with area businesses, institutions of higher education, and community agencies, organizations, and groups to strengthen programs and support school and system goals.
* Understand and influence the environment in which the school operates on behalf of students and their families.

Be an **Effective Educator**

* Promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.
* Promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and professional growth.
* Foster a culture of high expectations for self, students, and staff to maximize student and professional growth and development.
* Promote, plan, implement, monitor and evaluate professional development that focuses on student learning consistent with the school and system vision and goals.
* Identify potential problems and opportunities and confront and resolve them in a timely manner, using effective group-process, conflict resolution, consensus-building, and communication skills.
* Promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.

Become an **Ethical Practitioner**

* Develop the vision and mission of the school with and among the community.
* Promote the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
* Manage the human, fiscal, material, physical and time resources to provide a safe, healthy, aesthetically pleasing and effective instructional environment.
* Promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
* Ensure that diversity is recognized and valued throughout the school community.
* Promote the success of all students by acting with integrity, fairness, and in an ethical manner.
* Apply laws and procedures fairly, wisely, and considerately.
* Treat people fairly, equitably, and with dignity and respect.
* Understand various ethical perspectives and serve as a role model of ethical behavior and professional practice.
* Use legal systems to protect and promote students’ rights and improve students’ opportunities within a framework of policies, laws, and regulations enacted by local, state, and federal authorities.

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 educational 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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**The SERVICE LEARNING OPTION**

The recent spate of professional literature (Cooper, 2007; Balwin, Buchanan, & Rudisill, 2007; Bollin, 2007; Hart & King, 2007; Smith, 2007; Lundy, 2007; DiMaria, 2006) extol the educational merits of *service-learning* from kindergarten classes to graduate seminars. These researchers offer both quantitative and qualitative evidence that most students are seeking more from their educational experience than the traditional answers that some institutions are delivering. Perhaps more importantly, these studies conclude that real and meaningful “learning” is the predictable result of “service” for most of the students who participate. Fundamental life skills and ways to actually integrate an education in productive ways seem to be important elements in this more personal form of education.

In a Christian institution, the mandate of service seems clear and is expressed in the collective desire to “be a good neighbor.” However the rationale and the payoff in a learning enterprise can be confusing. Especially for one founded on Biblical truths. These core issues may appear antithetical to some—the way to live is to die, leaders are servants, and the way to “get” is to give away exactly what one needs (Luke 6:38). Consequently, if candidates are here to “get” a Christian education, then it makes Biblical sense to give a Christian education away. This purposeful giving away of the very thing candidates come here for, makes good theological sense and as the literature attest, is educationally sound.

According to its stated institutional goal, Lee University is committed to preparing its students “for citizenship as Christians in the world through reflective community interactions and…commitment to ideals of service, benevolence, civic virtue and social justice “(*Lee University Catalog*, 2007-08, p. 4). This commitment is expressed most notably in the 80 hour service-learning obligation for each undergraduate. At the graduate level, the responsibility to serve and its subsequent educational benefits are no less valid. Consequently, it is recommended that a service-learning component be integrated into the graduate requirements in the Helen DeVos College of Education.

Toward that end, Graduate Candidates will be **ENCOURAGED** to**:**

* Offer 10 hours of service to the community. This “service” will be liberally defined to include a variety of options that range from conducting after school tutoring sessions to volunteering in community events. The only demands would be that the service would be
  + Without pay
  + Extra curricula
  + Be done in a diverse setting.
* “Learn to serve and serve to learn.” The essence of this very pragmatic experience is an opportunity to practice education in its most elemental form.
* Work with the *Faculty Research Advisor* who will approve and monitor the experience and evaluate the 2-5 page reflection paper required. This paper would be added to the candidate’s *Portfolio*.
* Partner with other graduate candidate’s to conduct Higher Education Learning Partners (HELP) Seminars, i.e., *Conversational English for ESL Populations; How to Improve Homework Scores*; *Workshops to Integrate Technology in the Classroom*, etc.

**ED.S. PORTFOLIO ASSESSMENT**

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

Program: Classroom Teaching\_\_\_\_\_ Educational Leadership.\_\_\_\_\_

Concentration (Professional Licensure Area)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section** | **Items** | **Included**  **Yes No** | | | |
| **General Information** | Title Page |  | |  | |
| Table of Contents |  | |  | |
| Introduction Letter |  | |  | |
| Course Sequence |  | |  | |
| Program Model Reflection |  | |  | |
| Admission to Candidacy Application |  | |  | |
| Disposition Plans |  | |  | |
| Voluntary Community Service (Optional) |  | |  | |
| Personal Educational Philosophy |  | |  | |
| Resume/Vitae |  | |  | |
|  |  | **Above Standard** | **At Standard** | | **Below Standard** |
| **Program Outcome Goals** | **Life Long Learner** |  |  | |  |
| **Indicator 1** |  |  | |  |
| **Indicator 2** |  |  | |  |
| **Indicator 3** |  |  | |  |
| **Effective Educator** |  |  | |  |
| **Indicator 1** |  |  | |  |
| **Indicator 2** |  |  | |  |
| **Indicator 3** |  |  | |  |
| **Ethical Practitioner** |  |  | |  |
| **Indicator 1** |  |  | |  |
| **Indicator 2** |  |  | |  |
| **Indicator 3** |  |  | |  |
| **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