M.Ed. Candidates

Department of Professional and Secondary Education
Concentration: Professional Education

Comprehensive Assessment
Policy and Protocol Manual

Table of Contents

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 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 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 minimum 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: _____

O:\Screening\MEd portfolioaug04 Yellow Cover
Updated: Summer 2012

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 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.
    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 Learner 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 510 – 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   -4-

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:

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

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	Standard 2	Standard 3	Standard 4	Standard 5	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 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? 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 leadership?
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, 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 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: