

**Department of Secondary Education
Kutztown University of Pennsylvania**

Master's Degree Portfolio Project

Introduction The portfolio project serves as the capstone activity for the master's degree program in the Department of Secondary Education. The portfolio will provide the graduate student with an opportunity to develop a portfolio from a variety of artifacts from Area I-IV course work to demonstrate the student's skill in four (4) domains established by Charlotte Danielson in the *Framework for Teaching* model. The four domains include the following: I. Planning and Preparation, II. Classroom Environment, III. Instruction, and IV. Professionalism. The domains also serve as the basis for the Pennsylvania Department of Education form for Professional Knowledge and Practice. The intention of these artifacts is to demonstrate the impact or the intended impact on K-12 student learning, the ability to reflect on teaching and learning and a commitment to lifelong learning.

Procedures: The graduate student will be required to provide four (4) artifacts from courses in each of the four AREAS in the master's program. The artifacts will be used to illustrate adequate knowledge and/or performance in each of the four domains. Completed portfolios will be submitted electronically and will be evaluated by members of the graduate faculty. These artifacts could consist of any required class projects or core assignments, as well as individual student projects or other evidence that addresses individual domains. Sample portfolios will be available for students to review in preparation for developing their portfolio projects. Also, general information sessions will be scheduled to acquaint students with the portfolio project and to answer questions relative to the project.

Examples and Samples: The following samples are provided to illustrate the types of artifacts that could be used for the graduate portfolio.

CATEGORY 1: PLANNING AND PREPARATION --PA Department of Education

The candidate provides evidence of thorough knowledge of content and pedagogical skills in planning and preparation. The candidate's artifact(s) appropriately demonstrate:

- Knowledge of content and pedagogy
- Knowledge of students
- Selection of instructional goals
- Knowledge of resources
- Knowledge of coherent instruction
- An ability to assess student learning
- An ability to differentiate instruction

AREA IV COURSES - Kutztown University

PLEASE NOTE: Candidates who are taking the master's degree with a specialization in an academic field may select a course from their specialization area when selecting an artifact for AREA IV.

SEU 544 Effective Secondary Education Seminar
EDU/MLS 434 Instructional Methods, Materials, and Assessments for ELL/ESL Populations
EDU 523 Assessment: Issues and Concerns for Teachers
EDU 542 Academy for the Mentoring of Teachers

AREA IV COURSES - Kutztown University (Continued)

EDU 564 Foundations of the Middle Level Learner
EDU 565 Special Topics in Education
EDU 568 Middle School Curriculum and Instruction
ENU 405 Applied Techniques in Language Instruction
ENU 407 Applied Techniques in Language Instruction
ITC 514 Instructional Technology
ITC 525 Microcomputers for Educators
MAU 415 Learning and Teaching Mathematics
SCU 523 Techniques in Environmental Education
SEU 410 Science Instructional Methods for Middle and High School
SEU 540 Reading, Writing and Critical Thinking for the Middle and High School Levels
SPU 511 Teaching the Exceptional Child in the Regular Classroom
SSU 524 Teaching Models for Social Studies Instruction

STUDENT REFLECTION

The candidate will indicate why the artifact was selected for inclusion in the portfolio and why the candidate feels that the artifact reveals his or her personal insight into planning and preparation.

AREA IV: Possible Artifact: ITC 525 Microcomputers for Educators

The artifact will include the development of several strategies to effectively utilize instructional technology in a secondary school classroom. The artifact will include a minimum of one complete lesson plan that demonstrates the use of one or more of these strategies.

CATEGORY 2: CLASSROOM ENVIRONMENT - PA Department of Education

The candidate provides evidence of a thorough knowledge and understanding of issues relating to the establishment and maintenance of a safe and purposeful learning environment. The candidate's artifact(s) appropriately demonstrate:

- The creation of an environment of respect and support
- Establishing a culture for learning
- The management of classroom procedures
- The management of student behavior
- The organization of physical space

AREA I COURSES - Kutztown University

*EDU-528 Student Diversity and Critical Pedagogy
*EDU/MLS-428 Cultural Awareness/Sensitivity for ESL/ELL Program Specialists
EDU 496 Multicultural Education
EDU 562 School Law
EDU 533 Social Interpretations of Education
EDU 535 Major Philosophies of Education
EDU 597 Change in Education
PSY 520 Advanced Social Psychology
PSY 565 Theories of Learning

Note: EDU 528 and EDU/MLS 428 courses are linked. Credit can only be given for one course.

STUDENT REFLECTION

The candidate will indicate why the artifact was selected for inclusion in the portfolio and why the candidate feels the artifact reveals his or her personal insight into classroom environment.

AREA I: Possible Artifact: EDU-562 School Law

The artifact will include a core assignment class project dealing with the development of procedures and best practices for laboratory safety in the science classroom. The project will include the legal issues and implications for laboratory classrooms in the schools of the 21st century.

CATEGORY 3: INSTRUCTIONAL DELIVERY - PA Department of Education

The candidate, through knowledge of content, pedagogy and skill in delivering instruction, demonstrates an understanding of various instructional strategies. The candidate's artifact(s) appropriately demonstrate:

- The ability to communicate clearly and accurately
- Effective use of questioning and discussion techniques
- Evidence of student engagement in learning
- Evidence of providing appropriate feedback to students
- The candidate's ability to be flexible with responses
- Evidence of differentiated instruction

AREA II COURSES - Kutztown University

SEU 567 Curriculum of the Secondary School
EDU/MLS-435 English Language Acquisition and Awareness for ELL/ESL Populations
EDU/ENU-522 Writing Across the Curriculum
EDU 541 Supervision of Instruction
EDU 564 Foundation of the Middle Level Learner
EDU 568 Middle Level Curriculum and Instruction
ELU 540 Seminar in Elementary Curriculum Development
ITC 514 Instructional Technology
ITC 553 Development of Projected Digital Instructional Resources
MAU 425 Middle School Mathematics
MAU 580 The Curriculum of Secondary Mathematics
SCU 521 Biology in the Secondary School
SSU 523 Social Studies Curriculum: Prospects and Problems

STUDENT REFLECTION

The candidate will indicate why the artifact was selected for inclusion in the portfolio and why the candidate feels that the artifact reveals his or her personal insight into instructional delivery.

AREA II: Possible Artifact: EDU- 541 Supervision of Instruction

Embracing the philosophy that supervision is anything that improves learning in a classroom, the artifact will include a core assignment class project demonstrating the use of an action research model within an individual classroom to improve instruction and to increase student comprehension and learning.

CATEGORY 4: PROFESSIONALISM - PA Department of Education

The candidate demonstrates an understanding of those qualities that characterize a professional person both in and beyond the classroom. The candidate's artifact(s) appropriately demonstrate:

- Reflecting on teaching
- The maintenance of accurate records
- An ability to effectively communicate
- Evidence of the candidate's willingness to the school and the greater school community
- The growth and development of the candidate professionally
- The candidate's commitment to all aspects of professionalism

AREA III COURSES - Kutztown University

EDU 500 Methods of Research
EDU 521 Methods of Research (Science)
MAU 531 Methods of Research (Mathematics)
EDU 503 Thesis
EDU 580 Independent Study- Secondary Education

STUDENT REFLECTION

The candidate will indicate why the artifact was selected for inclusion in the portfolio and why the candidate feels that the artifact reveals his or her personal insight into professionalism.

AREA III: Possible Artifact: EDU-580 Independent Study

The candidate will research and develop an independent study project which addresses the areas of ethics and professionalism in the 21st century American classroom. Particular attention will be given to the positive and negative norm changes in the areas of ethics and professionalism that have become apparent in the past decade.

ASSESSMENT AND GRADING OF THE PORTFOLIO:

Members of the graduate faculty in the Department of Secondary Education will share in the assessment of the student portfolio.

PORTFOLIO ASSESSMENT FOR MASTER'S DEGREE CANDIDATES

Introduction: The rubric below will be used to score or grade the portfolio developed by the master's degree candidate. Each of three levels of performance will be assessed according to the following standards:

EXEMPLARY- Students performing at this level present all components at a superior level beyond the level which is required for proficiency. Exemplary work implies that the student has exceeded expectations in every way and has presented a model portfolio worthy of showcasing and emulating.

- Format and Appearance- Adheres to all guidelines for portfolio appearance.
- Organization- Exhibits exceptional organizational skills in compilation of the portfolio.
- Completeness- Meets all requirements for portfolio contents.
- Student Growth- Demonstrates exceptional depth in academic and/or personal growth.
- Information, Technology and Communications Literacy- Effectively employs technology in construction of portfolio.

SATISFACTORY- Students performing at this level perform all components at a consistent level and demonstrate acceptable proficiency. Satisfactory work implies that the student has worked diligently to do strong work on all components and has presented a worthy portfolio project.

- Format and Appearance- Adheres to most guidelines for portfolio appearance
- Organization- Exhibits sufficient organizational skills in compilation of portfolio.
- Completeness- Meets most requirements for portfolio contents.
- Student Growth- Demonstrates sufficient depth in academic and/or personal growth.
- Information, Technology and Communications Literacy- Sufficiently employs technology in construction of portfolio.

DEVELOPING/EMERGING - Students performing at this level have not shown sufficient proficiency in all components and have not achieved adequate proficiency. Developing/emerging work implies that the student has more work to do to present satisfactory work in order to complete the portfolio project.

- Format and Appearance- Adheres to some guidelines for portfolio appearance.
- Organization- Exhibits minimal organizational skills in compilation of portfolio.
- Completeness- Meets some requirements for portfolio contents.
- Student Growth- Demonstrates limited depth in academic and/or personal growth.
- Information, Technology and Communications Literacy- Minimally employs technology in construction of portfolio.

UNSATISFACTORY- Students performing at this level have not achieved proficiency in all components and have not met the minimum standards for completion of the portfolio project.

- Format and Appearance- Does not adhere to guidelines for portfolio appearance.
- Organization- Exhibits no organizational skills in the compilation of portfolio artifacts.
- Completeness- Does not meet the requirements for portfolio contents.
- Student Growth- Does not demonstrate depth in academic and/or personal growth.
- Information, Technology and Communication Literacy- Employs no technology in construction of the portfolio.