



COLLEGE OF EDUCATION
SECONDARY EDUCATION DEPARTMENT

Master's Degree Capstone Portfolio

Introduction: The portfolio serves as the capstone activity for the Master's Degree in Secondary Education (without certification) programs 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. Curriculum, II. Educational 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 artifacts from courses in each of the four AREA's in the master's program. The artifacts will be used to illustrate knowledge and/or performance in each of the four domains. These artifacts could consist of any required class projects or core assignments, as well as individual student projects or other evidence that address individual domains.

- Two artifacts are required for each AREA (eight artifacts in total included in the portfolio). While the two artifacts can be from the same course, it is preferred you select artifacts from two different courses in that AREA.
- A brief description of the artifact.
- A reflection which indicates why the artifact was selected for inclusion in the portfolio and why the graduate student feels that the artifact reveals his or her personal insight into the specific AREA aligning with the Danielson framework. A reflection is needed for each artifact (minimum 500 words each).

Submission: Completed portfolios will be created electronically and evaluated by members of the Secondary Education graduate faculty.

- When you apply for graduation, please contact the secretary of the Secondary Education department who will enroll you in the Secondary Education Graduate Student Portfolio shell on Desire to Learn.
- Portfolios need to be submitted at least *two weeks* prior to graduation.
- Please submit your finished portfolio to D2L under the Assignment section Secondary Education Graduate Student Portfolios.
- A sample portfolio can be found on D2L and on the Secondary Education Graduation page.

AREA 1: Curriculum – Planning and Preparation

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
- Setting instructional outcomes
- Knowledge of resources
- Designing coherent instruction
- Designing student Assessments

AREA I 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 when selecting an artifact for AREA I.

SEU 567	Curriculum in a Standards Aligned System
EDU435	English Language Acquisition and Awareness for ELL/ESL Populations
EDU 523	Assessment: Issues and Concerns for teachers
EDU 526	Data Driven Decision Making
EDU 535	Major Philosophies of Education
EDU 564	Foundations of the Middle Level Learner
ELU 540	Seminar in Elementary Curriculum
PSY XXX	Any Graduate Level PSY Course
***	Any Graduate Level Course Content course from Area IA

AREA I: Possible Artifacts:

EDU 526	Data Driven School Leadership Plan of Action
SEU 567	Term Paper: School Culture & Curriculum: Mission, Vision, and Implementation”
EDU 535	Major Philosophies of Education Term Paper
EDU 564	Final Case Study Self-Analysis

AREA 2: Classroom Environment

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:

- Creation an environment of respect and support
- Establishing a culture for learning
- Managing classroom procedures
- Managing student behavior
- Organizing physical space

AREA II COURSES - Kutztown University

EDU 528	Student Diversity and Critical Pedagogy
EDU 496	Multicultural Education
EDU 533	Social Interpretations of Education
EDU 527	Foundations of Urban Education
EDU 599	School Leadership in a Diverse Society
SEU 535	Classroom Management for the Inclusive Classroom
SPU XXX	Any Graduate Level SPU Course
EDU 578	Comparative Education: An Analysis of International Education Systems
EDU 428	Culture and Diversity of ELLs

AREA II: Possible Artifacts:

EDU 528	Equity-Based Case Study Analysis
EDU 496	Critical Analysis Paper
EDU 533	Literature Review
EDU 599	Diversity Responsive Principal Tool / Philosophy of Leadership
EDU 527	Urban Education Policy Analysis Paper
EDU 428	Linguistic Narrative Paper / Collaborative Learning Community Project

AREA 3: Instruction

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:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using Assessment in instruction
- Demonstrating flexibility and responsiveness

AREA III COURSES - Kutztown University

SEU 544	Action Research for Teacher Leaders
EDU 565	Special Topics in Education
EDU 568	Middle School Curriculum and Instruction
EDU 434	Instructional Methodology for English Learners
LLT XXX	Any Graduate Level LLT (ITC) Courses
SEU 540	Reading Writing and Critical Thinking for the Middle and High School Levels

AREA III: Possible Artifacts:

SEU 544	Action Research Study / Teacher Work Sample
EDU 568	Podcast Discussion Series / Professional Development Seminar
EDU/MLS	SIOP Lesson Plan
SEU 540	Disciplinary Literacy Instruction Project

AREA 4: Professionalism

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
- Maintaining accurate records
- Communicating with families
- Participating in a professional community
- Showing Professionalism

AREA IV COURSES - Kutztown University

EDU 500	Methods of Research
EDU 503	Thesis
EDU 541	Supervision and Finance
EDU 562	School Law
EDU 597	Change in Education

AREA IV: Possible Artifacts:

EDU 500	Research Study
EDU 541	Sustainable School Improvement & Staff Development Plan / Supervisory Platform
EDU 562	School Law Research Paper
EDU 597	Case Study Analysis

SUBMISSION OF THE PORTFOLIO:

Completed portfolios will be submitted electronically one month before graduation and will be evaluated by members of the graduate faculty.

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.