Western Carolina University

College of Education and Allied Professions

Comprehensive Education M.A.Ed. and M.A.T. Advanced Portfolio

M.A.Ed.: Elementary, English, Middle Grades, Special Education

M.A.T: STEM, Art, English, TESOL & Special Education

Definition

The Advanced Portfolio is an organized set of documents and artifacts illustrating the graduate teacher candidate's growth, as a self-directed, reflective practitioner.

Rationale

The Advanced Portfolio is intended to provide evidence that the candidate has addressed each of the Professional Education Core Themes of the graduate program. The portfolio also acknowledges the North Carolina Standards for Graduate Teacher Candidates advanced competencies. The portfolio is a carefully selected, organized set of entries demonstrating achievement of each of the state standards and professional core themes.

Professional Education Core Themes

WCU's graduate program in Comprehensive Education has identified themes important to the development of advanced professional education knowledge and skills. These themes were established based on the feedback from school leaders, the expertise of the faculty, and an examination of the North Carolina Standards for Graduate Teacher Candidates. The core themes are: Assessment, Differentiation/Diversity, Leadership and

Research. Technology is a theme that is evident in each of the core theme areas.

Professional Education Core Theme Goals

The goals described below must be addressed in a meaningful way in the Advanced Portfolio.

Leadership

In the area of leadership graduate teacher candidates will demonstrate an understanding of…

> 1. How teacher leaders use effective communication, collaboration and team-building to facilitate the development of an inviting, respectful, supportive, inclusive, and flexible educational environment.

2. How teacher leaders use knowledge, skills and dispositions to promote an educational culture that values reflective practice.

3. How to set goals and establish priorities to promote collaborative partnerships with families, schools and communities to positively affect student learning.

4. Professional learning communities and how they function within an educational setting.

5. How teacher leaders encourage information literacy through continual professional development.

Differentiation/Diversity

In the areas of differentiation and diversity graduate teacher candidates will…

1. Understand and implement the principles of Universal Design for Learning.

2. Meet the needs of diverse learners by differentiating content, activities and assessments.

3. Implement culturally responsive curriculum, pedagogy and classroom management practices that model caring and respect.

4. Create collaborative partnerships with families, schools, and communities to promote a positive school culture.

5. Use technology to differentiate instruction for learners with varied needs.

Research [MAED ONLY]

In the area of research, graduate teacher candidates will…

1. Describe the fundamental assumptions, goals, and practices of educational research.

2. Understand and use the research process to adapt instruction and promote student learning.

3. Identify commonalities and distinguishing features of various research traditions in education (including non-experimental, experimental, qualitative, program evaluation, and action research).

4. Interpret and critique published research in order to inform practice.

5. Use current tools to support the research process to bring about applied solutions for educational change.

<u>Assessment</u>

In the area of assessment, graduate teacher candidates will …

1. Develop effective approaches to assessment, evaluation and diagnosis.

2. Use research to assess the teaching/learning environment and inform their practice.

3. Evaluate and select appropriate resources and materials to support student learning.

4. Communicate with parents, students and other appropriate audiences about assessment policies, plans and outcomes.

5. Use technology to collect, analyze, and interpret assessment data

Format and Kinds of Portfolio Entries
Portfolio entries can take a variety of forms. None are excluded, but they must be submitted electronically. Printed materials may need to be scanned. Candidates could include digital video or audio clips of teaching or other professional activities; digital products, photographs, drawings or other examples of their learning, such as: lesson plans, teaching materials, photos of student projects, evaluations by supervisors, journal entries, printed programs of student presentations, etc.

Source of Portfolio Entries
Most entries will come from required common assignments in graduate courses. In addition, graduate teacher candidates will complete a final reflection.

Required Portfolio Contents

LEADERSHIP	
North Carolina Professional Teaching Standard for Graduate Teacher Candidates 1: Teacher Leadership	
EDCI 616: Advanced Studies in Teacher Leadership	**Influencing Action Plan**: Each teacher leader will identify an education-related issue, problem or concern for which they would like to see a solution and develop an Influencing Action Plan. The final product will be a plan of action that exhibits high-quality research and

	detailed plans for advocating on behalf of the issue/problem/concern that you have identified.

DIFFERENTIATION/DIVERSITY	
North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments	

One of the following:	
SPED 620/640: Education in a Diverse Society (MAED only)	**Activity Matrix** Each teacher leader will create an activity Matrix with differentiated activities using the Ford-Harris model which cross references Banks' Levels of Multicultural Integration with the categories of the Revised Bloom's Taxonomy. Activities should be differentiated in terms of gender, culture, language, socioeconomic background, learning style, ability, and disability. The activities should be for a grade level/subject area you teach or a workshop you might give for college employees/students.
SPED 639: Teaching Exceptional Learners in Inclusive Classrooms (MAT only)	**Differentiation Blueprint** Each teacher leader will design a differentiation blueprint for a unit of instruction. The blueprint will contain essential questions, a unit overview, differentiated lesson plans, and evaluation strategies.
And the following:	
SPED 620, 639, or 640	**Mid-Point Personal and Professional Beliefs about Diversity Scale:** Each teacher leader will complete this scale as a mid-point assessment. This scale measures beliefs about issues of diversity as they relate to policies and practices within educational settings.
At end of program, when submitting portfolio	**Final Personal and Professional Beliefs about Diversity Scale:** Each teacher leader will complete this scale again at the end of the program. It measures beliefs about issues of diversity

	as they relate to policies and practices within educational settings.

RESEARCH (MAED ONLY)

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 3: Content and Curriculum Expertise

EDCI 610: Methods of Research	**Education Research Assignment**
	In this assignment, candidates will compile information from the qualitative, quantitative, and mixed methods article critiques. Candidates will then synthesize the information to write a concise reflection (2 - 4 pages) identifying the components of the methodologies, and addressing the following: What are strengths and weaknesses of quantitative, qualitative research, and mixed methods research with specific examples
	Candidates will also articulate what research methodology is most suitable for the classroom research in their discipline
ELMG 609 and 697: Issues and Trends/Research Seminar in Elementary & Middle Grades Education (for Elementary and Middle Grades students only)	**Capstone Research Paper**
	In ELMG 609 & 697 students will explore classroom-based research studies and design and implement their own research project in an elementary or middle grades classroom. Over the two semester course students will develop a theoretical understanding of teacher research, explore tools and ideas needed to conduct teacher research/classroom-based research, become familiar with research already conducted in the area of interest and finally design and implement a teacher research/classroom-based project.

ASSESSMENT

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 4: Student Learning

EDCI 609: Assessment of Instruction	**Assessment Project:** Each teacher leader will develop an assessment plan for a real or hypothetical class. The plan will address different perspectives on assessment, include a variety of assessment types, and will describe and document (with references) how the teacher candidate will use research to assess the teaching/learning environment in order to inform his/her practice.

REFLECTION
North Carolina Professional Teaching Standard for Graduate Teacher Candidates 5: Reflection

One of the following, at the end of program when submitting portfolio:

Elementary &Middle Grades MAED and MATs in English, STEM, Art, TESOL	**Final Reflection:** The reflection addresses personal strengths and weaknesses in each of the advanced competency dispositions. Candidates will be asked to provide examples from the work they have done as part of the M.A.T./M.A.ED. program to document demonstration of these advanced dispositions.
MAED & MATs: Special Education	**Final Reflection**: The reflection includes a statement outlining professional goals, leadership skills, advocacy for students with disabilities or students who are gifted, and collaborative skills.

Important Note: Specific programs may require additional assignments. Related information will be clearly communicated on TK20. For examples, in Elementary and Middle Grades students must submit their capstone research projects and in Special Education students must submit an instructional expertise assignment.

Portfolio Product Guidelines

1. Candidates should prepare portfolios for presentation with care.

2. All portfolio entries must be submitted electronically, via the college's assessment management system (TK20).

3. The entire portfolio should be viewable in two hours or less including any video or audio files, etc.

4. The names of pupils in classes should be deleted. Candidates are responsible for securing written permission from the school or organization to use materials that may identify students or participants of a program.

Portfolio Completion Procedures

1. Candidates must present a satisfactory portfolio meeting all core theme areas before graduation requirements are met. The portfolio should be submitted electronically and available to the program coordinator between the 10 and 15th week of the semester of expected graduation and no earlier than completion of 24 semester hours.

2. Candidates' portfolios will be viewed and evaluated in the college's assessment management system (TK20).

3. Common assignments for each core theme are evaluated by course instructors at the time of submission.

4. The portfolio as a whole will be evaluated independently by the program coordinator. The portfolio is rated using a rubric with a scale of 1 – 3. Candidates must achieve a score of at least 2 (proficient) on each component.

5. If each core theme and the portfolio in its entirety receives at least a proficient score the portfolio is formally accepted and the candidate is notified that the portfolio is satisfactory. For any items that do not receive a passing score, the candidate is notified of the reviewer's findings and suggestions for remediation are provided. Changes to these portfolio entries should be corrected and the portfolio should be resubmitted for additional review. Any requested changes must be made within one additional regular academic semester.

WCU Comprehensive Education MAEd and MAT Advanced Portfolio Evaluation Rubric

LEADERSHIP
North Carolina Professional Teaching Standard for Graduate Teacher Candidates 1: Teacher Leadership
Evidence: EDCI 616 Influencing Action Plan
UNSATISFACTORY: The teacher leader does not satisfactorily demonstrate an ability to advocate on behalf of an identified educational issue. The Influencing Action Plan does not identify a meaningful educational issue and/or lacks sufficient research connections and/or lacks sufficient advocacy plans.

PROFICIENT: The teacher leader demonstrates an ability to advocate on behalf of an identified educational issue. The Influencing Action Plan identifies an educational issue, explains research, and provides advocacy plans.

ACCOMPLISHED: The teacher leader demonstrates a strong ability to advocate on behalf of an identified educational issue. The Influencing Action Plan clearly and deeply identifies an educational issue, explains relevant high-quality research, and provides detailed advocacy plans.

DIFFERENTIATION/DIVERSITY: Part A

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments Evidence: SPED 620 Activity Matrix OR SPED 639/640 Differentiation Blueprint

UNSATISFACTORY: The teacher leader does not demonstrate the ability to plan curriculum and instruction that is responsive to learner differences and that encourages high expectations.

PROFICIENT: The teacher leader demonstrates a satisfactory ability to plan curriculum and instruction that is responsive to learner differences and that encourages high expectations.

ACCOMPLISHED: The teacher leader demonstrates the ability to plan curriculum and instruction that is highly responsive to learner differences and that encourages high expectations for all.

DIFFERENTIATION/DIVERSITY: Part B

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments Evidence: SPED 620 OR SPED 639 OR SPED 640 Mid-Point Personal and Professional Beliefs about Diversity Scale

UNSATISFACTORY: The teacher leader did not complete this mid-point diversity scale.

PROFICIENT: The teacher leader completed this mid-point diversity scale.

DIFFERENTIATION/DIVERSITY: Part C

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 2: Respectful Educational Environments

Evidence: Final Personal and Professional Beliefs about Diversity Scale completed at end of Comprehensive Education MAEd/MAT program. No specific course connection.

UNSATISFACTORY: The teacher leader did not complete this final diversity scale.

PROFICIENT: The teacher leader completed this final diversity scale.

RESEARCH MAED ONLY

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 3: Content and Curriculum Expertise

Evidence: EDCI 610 Education Research Assignment

UNSATISFACTORY: The teacher leader does not demonstrate the ability to compile, synthesize, and analyze qualitative, quantitative, and mixed methods to articulate what research methodology is most suitable for the classroom research in their discipline

PROFICIENT: The teacher leader demonstrates the ability to develop satisfactory ability to compile, synthesize, and analyze qualitative, quantitative, and mixed methods to articulate what research methodology is most suitable for the classroom research in their discipline

ACCOMPLISHED: The teacher leader demonstrates an exemplary ability to compile, synthesize, and analyze qualitative, quantitative, and mixed methods to articulate what research methodology is most suitable for the classroom research in their discipline

ASSESSMENT

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 4: Student Learning

Evidence: EDCI 609 Assessment Project

UNSATISFACTORY: The teacher leader does not create a satisfactory assessment plan. It may not demonstrate an understanding of different perspectives on assessment or may lack a variety of assessment types. It may include a weak explanation of how research will be used to assess the teaching/learning environment and inform practice. May be missing references.

PROFICIENT: The teacher leader demonstrates the ability to create a satisfactory assessment plan. The plan demonstrates an understanding of different perspectives on education and a variety of assessment types. The teacher candidate explains how research will be used to assess the teaching/learning environment in order to inform practice. Provides references.

ACCOMPLISHED: The teacher leader demonstrates the ability to create a thorough, rich, high-quality assessment plan. The plan clearly demonstrates breadth and depth of understanding of different perspectives on education and a variety of assessment types. The teacher candidate clearly and deeply explains how research will be used to assess the teaching/learning environment in order to inform practice. Provides reference to high-quality sources.

REFLECTION

North Carolina Professional Teaching Standard for Graduate Teacher Candidates 5: Reflection

Final reflection completed at end of Comprehensive Education MAEd/MAT program. No specific course connection.

UNSATISFACTORY: The teacher leader does not satisfactorily reflect on his/her work.

PROFICIENT: The teacher leader demonstrates lifelong learning by reflecting on his/her work. Teacher leaders demonstrate this by stating their professional goals, leadership skills, advocacy efforts, and collaborative skills OR by considering their personal strengths and weaknesses in the advanced competency dispositions and documenting these strengths and weaknesses through examples from the work they have done as part of the MAEd/MAT programs.

ACCOMPLISHED: The teacher leader demonstrates lifelong learning by deeply reflecting on his/her work. Teacher leaders demonstrate this by clearly stating their professional goals, leadership skills, advocacy efforts, and collaborative skills OR by critically considering their personal strengths and weaknesses in each of the advanced competency dispositions and documenting these strengths and weaknesses through multiple examples from the work they have done as part of the MAEd/MAT programs.

ADDITIONAL PROGRAM REQUIREMENTS

Programs may have additional requirements. All will be embedded within required courses and clearly communicated on TK20.

UNSATISFACTORY: Does not meet additional program requirements.

PROFICIENT: Satisfactorily meets additional program requirements.

ACCOMPLISHED: Meets and exceeds additional program requirements.