

**MCNEESE STATE UNIVERSITY
BURTON COLLEGE OF EDUCATION**

**DEPARTMENT OF TEACHER EDUCATION
GRADUATE PORTFOLIO HANDBOOK**



**DESIGNED FOR:
MASTER OF EDUCATION
EARLY CHILDHOOD, ELEMENTARY, SPECIAL EDUCATION**

Revised January 2007

PURPOSE

This handbook is written to provide information for graduate students in the Department of Teacher Education who wish to earn a Master of Education degree in Early Childhood Education, Elementary Education, or Special Education. At the conclusion of this program, candidates of the Master of Education degree are required to complete a comprehensive final examination. This examination is both written and oral focusing on the presentation of a portfolio developed by the candidate following the guidelines found in this handbook.

EXAMINING COMMITTEE

During the candidate's last semester of course work, an examining committee must be selected to make decisions about the comprehensive final examination (portfolio presentation) and eligibility for graduation. The candidate's advisor serves as the Major Professor on the committee and directs the final examination. The candidate must select two additional professors to serve on the examining committee. The candidate should select professors that are familiar with the work of the candidate. It is suggested that the professor should have taught one or more of the courses completed by the candidate.

COURSE PORTFOLIO AND PRESENTATION PORTFOLIO

A **course portfolio** is a collection of artifacts illustrating proficiencies gained during the completion of a course. Artifacts might include assignments, examinations, or reflection pieces and are collected over the duration of the course. These artifacts serve as documentation of the growth of the individual toward achieving the objectives of the course.

A **presentation portfolio** is composed of artifacts selected from course portfolios or from artifacts completed during a course. It is NOT a new collection but should document continuing growth. Thought should be given to selecting artifacts that best represent the growth of the candidate. Examinations and assignments that were turned in, graded, and returned to the students should be corrected before placing in the presentation portfolio. An electronic portfolio may be prepared.

QUALITY FORM

Each artifact selected to be included in a course portfolio must be accompanied by a signed quality form. The quality form consists of a brief description of the artifact(s) selected and the rationale for choosing that artifact. The form is to be signed by the professor of the course to verify that the artifact(s) selected represented professional growth on the part of the student. (See the last page of this handbook for a copy of the quality form.)

VALUE OF THE PORTFOLIO

Learning is a reflective and lifelong process. Students learn through the interaction with text, resources, and colleagues. Portfolios developed over the course of several semesters facilitate the reflective process and document continuing growth. It is visible evidence of self-growth.

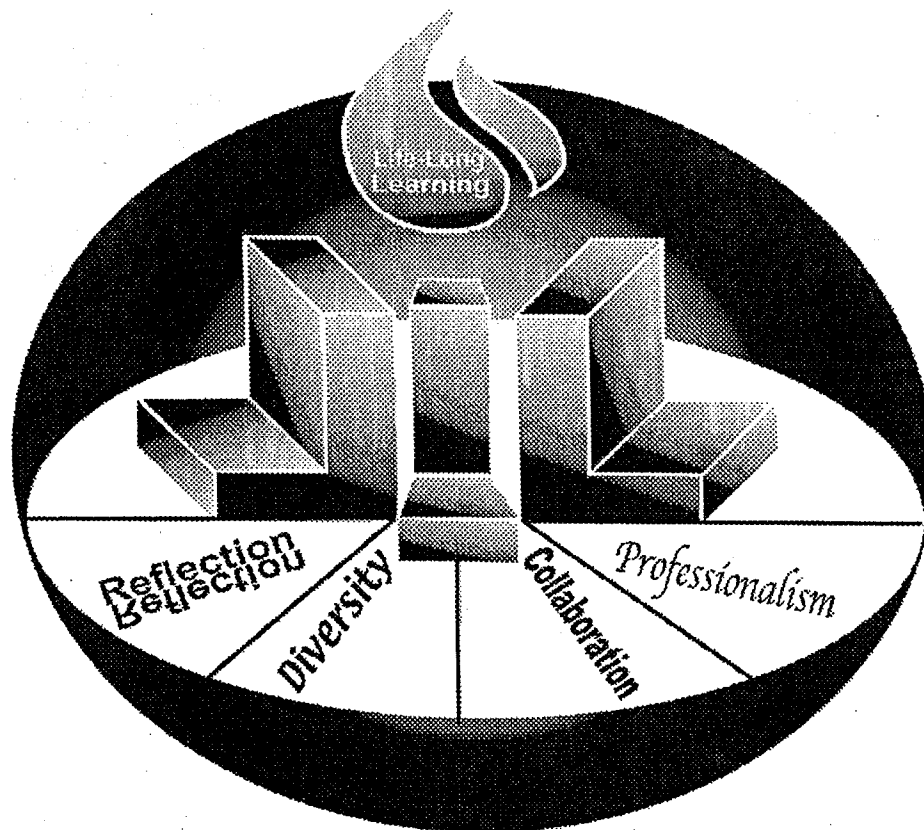
PROFESSIONAL DEVELOPMENT

Each candidate should document professional growth outside of course work, from entry into the program until program completion. Professional growth might include workshops and professional conferences attended, organizations joined and served, and professional books and journals read.

BURTON COLLEGE OF EDUCATION'S CONCEPTUAL FRAMEWORK

In order to develop candidates who meet the needs of our diverse community, a framework was developed. The conceptual framework identifies four critical components of *The Life-long Learner*. Graduates of our teacher preparation programs demonstrate understanding of these four critical components. In order to foster our community's shared vision of the requisite knowledge, skills, and dispositions of effective educators who are life-long learners, the University encourages reflection, collaboration, diversity, and professionalism. These critical components of the life-long learner are interwoven throughout the program's curriculum, instruction, field experiences, clinical practice, and assessment.

Visual Representation of the four critical components of Conceptual Framework:



CONTENTS OF THE PRESENTATION PORTFOLIO

I. Title Page

Name
Degree
Graduation Date

II. Table of Contents

III. Resume

IV. Record of Professional Development

V. Copy of the BCoE Conceptual Framework

VI. Artifacts

Provide evidence of competency in the degree concentration and the principles of the Conceptual Framework. Select from the artifacts collected in each course. Artifacts might include exams, lesson or unit plans, research papers, journal reports, learning center descriptions, photographs, and/or video-tapes. Photographs and video-tapes should include explanatory materials. Graded materials, such as exams and assignments should include corrections. Do not include every artifact from a course.

VII. Quality Form

Include a signed copy of the "Graduate Portfolio Quality Form" for each artifact. It is important for the form to be signed upon the completion of the course. It is important that the rationale for selection of the artifact be based on learning theory or educational principles developed during the course.

VII. Field Experience

Include field experience data form, sign-in-sheets, and reflective reports.

VIII. Reflection Piece

This paper should demonstrate your ability to integrate the knowledge and experiences gained in the completion of the degree with prior knowledge and experiences. How can you apply the knowledge and experiences gained to your current teaching position? How have you grown personally? Relate course work to the BCoE Conceptual Framework principles. This paper should be typewritten, double-spaced; standard 12 point font on plain paper, and between 2-5 pages in length.

COMPREHENSIVE FINAL EXAM PORTFOLIO PRESENTATION

Prior to the Portfolio Presentation

Organize the presentation portfolio according to the list of contents given. Write the reflection piece. Check the presentation portfolio against the grading criteria. Discuss your portfolio with your major professor (advisor). Take the portfolio to the Teacher Education office, Farrar Hall, Room 240, one week prior to the scheduled presentation date to allow the committee time to view the portfolio prior to your presentation. Plan your presentation and practice in order to follow time lines. **You must use technology for your presentation and are responsible for securing the equipment for the presentation.**

The Portfolio Presentation:

The entire process will last one hour with 30 minutes for the portfolio presentation, 10 minutes for follow-up questions, and 10 minutes for discussion by the committee. It is acceptable to refer to the portfolio, notes, outlines, etc. during the presentation. A decision concerning the acceptance of the presentation will be given to the candidate at the close of the committee discussion. The following suggestions are made for the 30 minute presentation:

INTRODUCTION (about 5 minutes)

- Discuss your background in education.
- Discuss your teaching experience and current teaching assignment.
- Discuss your personal philosophy of education.
- Discuss your professional growth outside of courses completed.
- Explain how you have used knowledge gained personally and professionally.

DEVELOPMENT

- Discuss **key** information or highlights from courses taken.
- Be **selective** as you will not have time to discuss every experience. Remember that the committee has viewed your portfolio.
- Focus on what you gained from courses. Avoid discussing individual professors and what the professor did.
- Choose a variety of experiences that represent the **breadth** of your training. It is not necessary to discuss every activity / assignment .

CLOSURE

- Discuss your reflection piece and **relate** your experiences to the BCoE Conceptual Framework.
- You may want to discuss your philosophy and professional growth here.
- Discuss plans for the future.

COMPREHENSIVE FINAL EXAMINATION OUTCOME

At the conclusion of the portfolio presentation, the Major Professor and the two examining committee members will rate the candidate using the scoring form. A score of 85% or higher will indicate passage of the comprehensive final examination. The candidate, upon completion of all course work and passage of the final examination, will be eligible for graduation with a Master of Education degree in Early Childhood, Elementary Education, or Special Education or a Master of the Art of Teaching in Elementary, Secondary, or Special Education. A score below 85% will result in one of two outcomes:

1. The Examining Committee may decide that the deficiencies warrant a rescheduling of the portfolio presentation. In that event, the Examining Committee will set a date within two weeks, and the process will proceed as though it were the original presentation.
2. The Examining Committee may decide that the deficiencies are so great that a score of "Not Pass" is appropriate. If that occurs, the Examining Committee will develop a list of ways that the candidate can address weaknesses cited. This may include additional course work, research, projects, or assignments. The candidate will then have a time period of one year to address these weaknesses. After weaknesses have been completed to the satisfaction of the Examining Committee, a portfolio presentation will be scheduled and will proceed as though it were the original presentation.

MASTER'S DEGREE COMPREHENSIVE FINAL EXAM PORTFOLIO PRESENTATION

PORTFOLIO:

A. Organization	10%
B. Content	10%
C. Evidence of Professional/Personal Growth	15%

PRESENTATION

A. Delivery (content)	10%
B. Delivery (style)	10%
C. Reflection	15%

ORAL DEFENSE

A. Quality of Responses to Questions	20%
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COURSE WORK

A. Courses Completed in Degree Plan	10%
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PASSING SCORE:	85% -100%
NOT PASSING:	Below 85%

Portfolio Presentation and Oral Defense Form

Name: _____ Student ID: _____

PORTFOLIO

A. Organization

10%

<p>10%</p> <p>Clearly Organized:</p> <ul style="list-style-type: none"> • Dividers with labels • Table of contents • All materials labeled 	<p>5%</p> <p>Organized:</p> <ul style="list-style-type: none"> • 1-3 dividers missing labels • Table of contents • 1-3 materials unlabeled 	<p>0%</p> <p>Little Organization:</p> <ul style="list-style-type: none"> • 4+ dividers missing labels • No table of contents • 4+ materials unlabeled 	<p>SCORE:</p> <hr style="width: 50%; margin: 0 auto;"/>
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B. Content

10%

<p>10%</p> <ul style="list-style-type: none"> • One but not more than 2 artifacts for each course • Quality forms included • Assignments are graded or include a copy of transcript 	<p>5%</p> <ul style="list-style-type: none"> • None or more than 2 artifacts for 1-3 courses • 1-3 artifacts missing quality form • 1-3 assignments not graded or don't include a copy of transcript 	<p>0%</p> <ul style="list-style-type: none"> • None or more than 2 artifacts for 4+ courses • 4+ artifacts missing quality form • 4+ assignments not graded or don't include a copy of transcript 	<p>SCORE:</p> <hr style="width: 50%; margin: 0 auto;"/>
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C. Evidence of Professional/Personal Growth

15%

<p>15%</p> <ul style="list-style-type: none"> • Clearly demonstrated application of courses • Clearly reflected understanding of all 4 components of BCoE CF • Clearly reflected understanding of 4+ theories learned throughout coursework. 	<p>10%</p> <ul style="list-style-type: none"> • Demonstrated adequate application of courses • Reflected understanding of 3 components of BCoE CF • Reflected understanding of 3 theories learned throughout coursework. 	<p>0%</p> <ul style="list-style-type: none"> • Minimal application of courses • Reflected understanding of fewer than 3 components of BCoE CF • Reflected understanding of fewer than 3 theories learned throughout coursework. 	<p>SCORE:</p> <hr style="width: 50%; margin: 0 auto;"/>
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PRESENTATION

A. Delivery (Content)

10%

<p>10%</p> <ul style="list-style-type: none"> • Outline or overview provided • Within the time limit (+/- 5 minutes) • Content statements are correct • Organized with introduction, body, conclusion • Discussed all courses 	<p>5%</p> <ul style="list-style-type: none"> • No outline or overview • Did not meet time limit • 1-3 content statements are incorrect • Presentation missing either introduction, body, or conclusion • Discussed 8-9 courses 	<p>0%</p> <ul style="list-style-type: none"> • 4+ content statements are incorrect • Presentation has no logical order • Discussed fewer than 8 courses 	<p>SCORE:</p> <hr style="width: 50%; margin: 0 auto;"/>
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B. Delivery (Style)

10%

10%	5%	0%	SCORE:
<ul style="list-style-type: none"> • Correct pronunciation • No distracting gestures or expressions • Correct grammar 	<ul style="list-style-type: none"> • 1-3 mispronunciations • 1-3 distracting gestures or expressions • 1-3 grammatical errors 	<ul style="list-style-type: none"> • 4+ mispronunciations • 4+ distracting gestures or expressions • 4+ grammatical errors 	_____

C. Reflection

15%

15%	10%	0%	SCORE:
<ul style="list-style-type: none"> • Clearly related growth to all 4 components of BCoE CF • Clearly related growth to 4+ theories learned throughout coursework. 	<ul style="list-style-type: none"> • Related growth to at least 3 components of BCoE CF • Related growth to 3 theories learned throughout coursework. 	<ul style="list-style-type: none"> • Related growth to fewer than 3 components of BCoE CF • Related growth to fewer than 3 theories learned throughout coursework. 	_____

ORAL DEFENSE

A. Quality of Responses

20%

20%	10%	0%	SCORE:
<ul style="list-style-type: none"> • Correct and well thought out responses. • No questions or probes needed to clarify 	<ul style="list-style-type: none"> • Responses correct more than 50% of the time. • A few questions or probes needed. 	<ul style="list-style-type: none"> • Responses correct less than 50% of the time • Consistently needed probes or questions to get to response 	_____

COURSE WORK

A. Courses in degree plan

10%

10%	5%	0%	SCORE:
<ul style="list-style-type: none"> • 4.0 GPA= 10 • 3.9 GPA=9 etc 	<ul style="list-style-type: none"> • 3.5 GPA=5 • 3.4 GPA=4 etc 	<ul style="list-style-type: none"> • 3.0 GPA=0 	_____

PASSING SCORE: 85% - 100%
 NOT PASSING SCORE: Below 85%

RESULT OF COMPREHENSIVE FINAL EXAM
 ___ PASS ___ NOT PASS ___ RESCHEDULE

EXAMINING COMMITTEE

Date _____

Comments:

Chair _____
