

Master's Year Portfolio

Creating and sharing a teaching portfolio that reflects your professional growth over your years in the IB/M program can serve as a bridge from your Neag experiences to professional practice. That is, this portfolio will help you *prepare* for the job search process as well as afford you the opportunity to *showcase* your individual strengths as this process unfolds – especially during the interview stage(s). Additionally, the resulting product will serve as one element of your comprehensive exam for your Master's degree. I will be the primary evaluator for this programmatic requirement. As you begin crafting your portfolio, please keep in mind the criteria listed below.

1) The portfolio *typically* contains each of the following elements:

a) Philosophy statements (**no longer than one double-spaced page each**) that reflect a critical awareness of current theoretical understandings and suggest implications for classroom practice related to:

- Learning theory
- Assessment
- Classroom organization and management
- Technology
- Differentiation of instruction
- Culturally responsive teaching
- Elementary Reading/Language Arts/Writing
- Elementary Mathematics
- Elementary Science
- Elementary Social Studies
- Other areas?

b) An array of artifacts in the form of lesson plans, project and/or activity descriptions, assignments, assessments, etc. that reflect clear alignment with the ideas espoused in the previous philosophy statements, thus demonstrating the successful transition from theory into practice. Possible artifacts include:

- Notes from students that highlight aspects of your work
- Lesson plans that reflect your skills, knowledge, or learning
- Examples of assignments that reflect your skills and beliefs
- Examples of student work that represent their learning through your teaching
- Assessments and evaluations of student work, both formative and summative
- Evidence of learning through IB/M program coursework and activities
- Artifacts representing personal interests that may inform teaching and learning
- Clinic/student teaching evaluations from supervisors and cooperating teachers
- Inquiry project abstract or summary
- Conference presentations
- Images that represent specific aspects of your teaching and student learning
- Images that represent your classroom design and organization
- Artifacts that represent your use of technology
- Video recordings of your teaching and learning
- Awards and honors that you have received
- Achievement of the “standards” of your area of specialization

c) Evidence of reflective practice (as noted by commentary within lesson plans, entries from a teacher journal, etc.). These may include:

- Examples of your own writing
- Goals for further growth and plans for achieving them
- Evidence of failures that led to personal learning and subsequent success
- Documentation of your personal accomplishments over the past three years
- Evidence of yourself as a teacher leader

2) The portfolio must be well organized and easy to navigate.

The portfolio should be electronic (website or other form) or contained in a three-ring binder or similar organizer. Students in the past have organized the portfolio in many different but equally effective ways. Some have begun each section with one of the philosophy statements followed by artifacts that show that philosophy in action in the classroom. Others have placed the statements together at the beginning of the portfolio and organized the artifacts by each year in the program. You are welcome to use either of these approaches or create your own.

Consider ways to support readers in their ability to “read” your document and make it easy for you to navigate without difficulty under tight time constraints in an interview setting.

As you undertake this endeavor, please don't hesitate to let me know of any questions or issues that may arise.

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