

Master's Year Portfolio Moss

As you know, you are expected to create and share a teaching portfolio that reflects your professional growth over your three years in the IB/M program. The resulting document will ultimately serve as your comprehensive exam for the Master's degree. I will be the primary evaluator. As you enter the final year of the program, we will need to ensure this requirement is met in a meaningful and useful way. Keep in mind that the professional portfolio will help you *prepare* for job interviews this spring, as well as allow you to *showcase* your individual strengths during the interviews themselves.

We will treat the assessment component of the portfolio as a recursive process. I ask that you complete a best draft version of your portfolio before the start of the spring semester. During the weeks following, we will engage in conference sessions to discuss your product and potential revisions relative to the first iteration of the portfolio. You will then have the opportunity to revise until we deem the work as meeting our shared goals for satisfaction.

As you begin crafting your portfolio, please keep in mind that the criteria listed below must be met to earn a passing grade.

1) The portfolio must contain 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 philosophy statements, thus demonstrating the successful transition from theory into practice.

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

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

The portfolio should be contained in a three-ring binder or similar organizer. Students in the past have organized the portfolio in several 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 front 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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