

## Developmental Portfolio Requirements

### Developmental Portfolio (excerpt from handbook)

*Master's students must complete a portfolio documenting their work and progress in the IB/M program. The expectations about specific items to be included in the portfolio are dictated by the students' advisors. Early in the master's year, students should contact their advisors for information about what to include in and how to construct the portfolios. Near the end of the spring semester, students must make individual appointments to meet with their advisors to share the portfolios. Sharing a satisfactory portfolio with one's advisor must occur before the advisor can sign the student's paperwork indicating successful completion of the comprehensive exam. Students who do not meet the portfolio requirement will not graduate from the master's year of the IB/M program and will not be eligible for certification.*

### The criteria listed below must be met to earn a passing grade on the portfolio.

You should be working on your portfolio throughout the spring semester. We will hold an individual conference in late spring to review your portfolio, which counts as your exit exam for the IB/M program.

**THIS IS AN ELECTRONIC PORTFOLIO** – it can be a website or one document (word or publisher or something similar).

1) The portfolio must contain each of the following elements:

- a) Cover Page
  - b) Table of Contents
  - c) An overall reflection on your growth as a teacher over the past three years (1-2 pages)
  - d) An array of artifacts with accompanying reflections. Reflections (approximately one half-page, double-spaced each) should reflect a critical awareness of current theoretical understandings in education and suggest implications for classroom practice and must be aligned with the artifact.
  - e) evidence of work at all stages of the program (for example junior year coursework or placements, senior year student teaching, Master's year internship and inquiry) to parallel growth along the themes of student as learner, student as teacher, and teacher as leader.
- Required Artifacts (with a half page reflection for each artifact)
    - Two week unit (or excerpts)
    - Other sample lessons
    - Statement of Philosophy and any revisions
    - Rationale for Teaching Social Studies
    - Representation of Inquiry project
    - Representative assignments from coursework (education and subject matter courses)
    - Representation from clinic placements (not student teaching or internship)
  - Optional Artifacts
    - Student work with your evaluative comments and/or a reflective piece
    - Clinic/Student Teaching Evaluations
    - Video Recordings (for an electronic version) – no more than a couple of minutes
    - Resume
    - Awards/Honors
    - Letters of recommendation
    - Others

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The above artifacts and reflections should demonstrate competence and your growth and development in the following areas:

- Learning theory
  - Assessment
  - Classroom management
  - Technology
  - Differentiation of instruction
  - Support of culturally, ethnically, and linguistically diverse students
  - Parental/Community involvement
  - Nature and importance of social studies as a discipline
  - Subject Matter Knowledge
  - Teaching Philosophy
  - Leadership
  - Pedagogy
  - Pedagogical-Content Knowledge
  - Collaboration
  - Other(s), as needed or desired
- 2) The portfolio must be visually appealing and easy to navigate. Utilize color, images, tables, section dividers, etc. to support readers in their ability to “read” your document.