

Developmental Portfolio Requirements

Developmental Portfolio (excerpt from IB/M 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, wiki, google doc, 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/philosophical statement 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 and suggest implications for classroom practice and must be aligned with the artifact.
 - e) evidence of work at all stages of the program to parallel growth along the themes of student as learner, student as teacher, and teacher as leader.

- Required Artifacts (with a reflection/philosophical statement 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 from any point during the three years of program (education and subject matter courses)
 - Representation from junior year 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

The 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.

Professional Portfolio (OPTIONAL FOR JOB SEARCH)

A professional teaching portfolio is used to showcase your work and highlight your strengths. Your portfolio should reflect your beliefs and showcase your practices, demonstrating an alignment between the two. Due to the individual nature of the portfolio, don't stress about following a particular format. Remember, however, that visual appeal counts. Make this your own. Plan to use the portfolio as a resource during your job interviews. You should have a hard copy of the portfolio, but may also consider an online version. Below please find lists of strengths to illustrate/demonstrate as well as a list of potential artifacts to include (you don't need to cover everything). It is very important that you keep the names of students, teachers, and schools confidential. If you are using student work with names you must have permission, or, even better **remove names from any student work**. Use this portfolio to market yourself. Ask how the portfolio reflects your strengths as a teacher.

1. The portfolio should contain each of the following elements:

- a) Cover Page – make eye catching. Perhaps include photos.
- b) Table of Contents
- c) Artifacts/Materials such as:
 - ⇒ Lesson Plans/Units that show your ideas in action
 - ⇒ Student work with your evaluative comments and/or a reflective piece
 - ⇒ Representations of your Internship/Inquiry work
 - ⇒ Teaching philosophy and/or Rationale for teaching SS.
- d) Professional materials such as resume and letters of recommendation. Other professional materials are optional (transcripts, letters of recommendation, classroom teaching evaluations, and professional development activities). Place these materials at the end.

Be Sure To Demonstrate Competence/Excellence/Proficiency and Growth and Development

- 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