

## **2020 Professional Portfolio Guidelines English Education**

You will create and share a teaching portfolio that reflects your professional growth over your three years in the IB/M program. The resulting document will serve as your comprehensive exam for the Master's degree. A committee of Neag faculty will be the primary evaluators. During the first two years of the program, you were asked to collect potential artifacts that might ultimately be included in the portfolio. As you navigate the final semester of the program, we'll get serious about culling, organizing, and reflecting upon the artifacts that you have collected. The professional portfolio will help you prepare for job interviews and allow you to showcase your individual strengths during the interviews themselves. Assessment of the portfolio will be recursive in nature. You will submit a best draft version of your portfolio during the first half of your final semester in the program. During the weeks following, we will 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 consider and craft your portfolio, please keep in mind that the criteria listed below must be met to earn a passing grade.

**Please consult the guideline sheet below, with each section containing the following elements:**

- a. Philosophy statements (approximately two, double-spaced pages each) that reflect critical awareness of current theoretical understandings and implications for classroom practice related to sections **II, III, and IV**. Be sure to discuss each of the sub-areas referenced. For instance, in section II, "Knowing Subject Matters & How to Teach Them," you should discuss the following topics: Teaching literature, Teaching writing and language, and Assessing Student Learning. Include citations. These philosophy statements should be the front pages of sections II-IV.
- b. An array of artifacts (amount specified in each section)) in the form of lesson plans, project and/or activity descriptions, assignments, assessments, student work, photographs, etc. that reflect clear alignment with the ideas espoused in the philosophy statements, thus demonstrating the successful transition from theory into practice. We've listed some possibilities under each section to get you started, but of course you are not limited to these.

**In addition, The portfolio must be visually appealing and easy to navigate.**

- a) The portfolio should be contained in a three-ring binder with a 1-inch binding. This will give you ample space for materials and allow for easy page turning.
- b) The portfolio should utilize color, images, section dividers, etc. to a) show commitment to a quality product and b) make it easy for you to navigate without difficulty under tight time constraints in an interview setting.

*During the final week of class, you will engage in a one- hour portfolio workshop, during which we will break you into small groups and you will have 10 minutes each to present your portfolio to a Neag faculty member and your peers. This will be followed by 5 minutes of discussion (Dates/Times TBA)*

**Please print this page off & check-off with each milestone completed; write date of completion as well. This allows me to keep track of your progress along the way.**

You will be largely working through this portfolio on an individual basis. Danielle will meet with groups of four, once this semester, to review portfolios and offer suggestions. You should sign up during her office hours, from 3:20-6:20 on Wednesdays. A second round of meetings will happen on an as-needed basis, during the weeks of March 29th and April 5th.

Please use this timeline to guide you through your completion of this portfolio:

Jan 29 - Upload Artifacts related to Section 1 and \_\_\_\_\_  
Feb 5 - Upload Artifacts related to Sections V and VI \_\_\_\_\_  
Feb 12 - Upload Artifacts related to Section II and write reflection \_\_\_\_\_  
Feb 19 - Upload Artifacts related to Section III and write reflection \_\_\_\_\_  
Feb 26 - Upload Artifacts related to Section IV and write reflection \_\_\_\_\_  
Mar 5 - Print off All Materials and Organize into Binder, Groups 1 and 2 meet w/ Danielle \_\_\_\_ (Danielle Signs off here)  
Mar 12 - Groups 3 and 4 Meet w/ Danielle \_\_\_\_\_ (Danielle Signs off here)  
Mar 19 - Work on Revisions based upon feedback  
Mar 26 - Prepare for Job Fair, Meeting 2 with Danielle for Group 1 \_\_\_\_\_ (As-needed basis)  
April 2 - Prepare for Job Fair, Meeting 2 with Danielle for Group 2 \_\_\_\_\_ (As-needed basis)  
April 8 - Job Fair  
April 16 - (potential date)Final Presentations of Portfolios to Neag Faculty  
Last Week- (potential date) Final Presentations of Portfolios to Neag Faculty, Meet for Revisions as Needed

**Meeting 1 Suggested Revisions:**

**Meeting 2 Suggested Revisions:**

**Susan, General Suggestions as Needed:**

**English Ed Portfolio guidelines Sheet**  
***Potential Portfolio Contents***

**I. Professional Artifacts (As needed)**

Transcript  
Teaching Certification  
Teaching Philosophy  
Evidence of passed teaching exams/tests  
Diploma(s)  
Recommendations  
Cooperating teacher  
Field Instructor  
Other  
Resume/Cover Letter (many people put their CV/Resumes first)  
Certificates/Awards/Honors (Invitation to Honors College, teacher of the month, best dorm programmer, community service award, participation in special programs, etc)

**II. Knowing Subject Matters and How to Teach Them (5-6 Artifacts)**

Teaching literature  
Teaching writing and language (grammar, punctuation, spelling, dialect, etc.)  
Assessing student learning

Lesson Plans- day, unit, sample project (potentially multimodal)  
Samples of Student Work (brainstorming, essays, scripts, do now's- you want to show your versatility and also choose pieces that speak to your approach and strengths)  
Photographs of Students (these go nice with unit plans, sample project descriptions, etc)  
Assessments- show variety (formative and summative in nature)  
Subject Area Competency exams  
Student Feedback/Reflections ( dotmocracy, two pluses and a wish, a rose and a thorn, etc)  
Related coursework: papers, projects, etc.

**III. Creating and Managing a Classroom Community (5-6 Artifacts)**

Creating and managing a culturally responsive classroom  
Differentiating instruction  
Infusing Technology

First days of school assignment  
Organizing field trips/photos  
Cards/notes from students  
Journals  
Grouping students for lessons  
Learning Centers  
Classroom Management plan  
Working with Colleagues, families, and Communities  
School contributions

Resources in Lesson Planning  
Documentation of participation in community activities  
Photos of community events attended/organized  
Related coursework: papers, projects, etc.

**IV. Learning Teaching (2-3 Artifacts)**

Advocating for the Value of English as a Discipline

Professional Conferences Attended, workshops  
Membership to Professional Associations, Journal Subscriptions  
Annotated Professional Library  
Child Case Study/Research/  
Publications  
Related coursework: papers, projects, etc.

**V. Special Areas/Other Work Experience/Expertise (as needed, no more than 3)**

Tech Expertise  
Child Development  
Volunteer work with children  
Travel  
Special Training  
Study Abroad experiences  
Evidence of internships/work commitments that speak to capacity/strengths as an educator  
Related coursework: papers, projects, etc.

**(VI) Master's Year** 2-3 related artifacts and your inquiry project abstract  
internship description