



Portfolio Guidelines

Teacher Education Program

Long Island University Westchester Graduate Campus

**WESTCHESTER GRADUATE CAMPUS
LONG ISLAND UNIVERSITY**

The Teacher Education Portfolio

A student portfolio is a requirement for all of our masters programs. It is one vehicle we use to help prepare competent, caring, and qualified professional educators. Among other things, it is a means of gathering evidence to determine whether our teacher education students have acquired critical competencies, can arrive at reasoned judgments, and can perform with skill in authentic teaching situations.

The portfolio in teacher education also promotes the self-assessment of one's expertise and growth as both a learner and a teacher. The portfolio is a tool for introspection; it helps in looking beyond the self toward broader vistas suggested by such constructs as (1) mastery of requisite competencies; (2) engagement in the learning processes; and (3) empowerment of teachers and learners. The portfolio, at its best, bridges theory and practice.

General Procedures

A portfolio orientation meeting will be held at the beginning of each fall and spring semester. Students beginning teacher education programs are required to attend.

Portfolio Workshops, designed to help students prepare quality portfolios, will be offered numerous times throughout the year. Your attendance at one of the workshops is strongly encouraged.

The portfolio must be submitted twice. The first submission occurs after approximately 12 – 15 credits and the second, the semester (spring or fall) prior to the student's final semester.

Structure of the Portfolio

The portfolio is based upon teacher education candidates' exploration of pedagogical knowledge which we view from the perspective of foundational knowledge and educational practice. The portfolio will have the following elements:

I. Introduction:

The portfolio begins with an introduction where teacher education candidates reflect upon their graduate education experience and consider their growth and development as teachers and learners.

II. Body of Portfolio:

The body of the final portfolio, the material between the introduction and conclusion, is divided into two sections: foundational knowledge and educational practice. Each section contains responses to three questions chosen from the list on page 3. Each of these two sections also includes 6 artifacts, two for each question. For each artifact, there is a separate rationale relating the artifact to a response and explaining why the artifact was selected.

Artifacts include any original, graded work done as part of your graduate courses, including the following: exams, papers, journal article reviews/critiques, projects, lesson plans, curriculum plans, case studies, assessment reports, and tutoring plans.

III. Conclusion:

The portfolio ends with a conclusion where candidates state goals for the future and consider ways to ensure that they meet their goals while remaining reflective practitioners and life-long learners.

IV. References:

Portfolios include a works cited page, written in APA style. Long Island University considers careful and appropriate citation of all sources to be a pre-requisite for a passing portfolio. Any violation of this ethical standard is unacceptable.

Note: Portfolios must contain all elements (Items I – IV) in order to be accepted.

Procedures:

In its finished form the portfolio is submitted in a three ring binder, with the candidates name on the outside and a title page inside with the following information: name, address, telephone number, email address, program, submission number (first or second) and anticipated date of graduation. Following the title page, is submission one, clearly labeled. Each response should be labeled with a divider. Although a typical response to a question may run approximately 3 pages, the portfolio is judged on the basis of quality rather than quantity. Responses are formatted in 12 pt. type, double spaced, using Times Roman font. Plastic sheet protectors are not to be utilized.

The Sections

Section one: Foundational Knowledge

First submission: Respond to one question. The response must include references to supporting literature.

Final submission: Respond to three questions. Each response must include references to supporting literature.

- 1. What are the key theories that form the foundation of educational practice in your discipline? Select three of these theories. For each, explain the theory, note the theorist(s) associated with the theory, discuss its significance and explain how the theory informs your teaching practice.*
- 2. What are the current issues in education that will influence your teaching? Discuss at least three issues.*
- 3. How do teachers effectively communicate and collaborate with colleagues, parents and members of the educational community to promote student development?*
- 4. Given a review of the literature, what do the leaders in your discipline suggest is the role of technology in enhancing teaching and learning?*
- 5. The current trend is to include children with a wide range of abilities and disabilities within the general education curriculum. Discuss the challenges professionals face in providing access for all students to the general education curriculum.*
- 6. Consider what the research states regarding the four major components of multicultural education – multicultural competence, equity pedagogy, curriculum reform and social justice. Define each component and explain its significance. Discuss the implications for your teaching practice.*

Section two: Educational Practice

First submission: Respond to one question. The response must include references to supporting literature.

Final submission: Respond to three questions. Each response must include references to supporting literature.

- 1. How would you organize your environment in order to effectively deliver instruction?*
- 2. How would you assess the basic skills and strategies of your students? Discuss both formal and informal assessment tools.*
- 3. Describe at least three teaching methods used to deliver instruction in your discipline. For each method, explain how, why, when and for whom the method might be effective.*
- 4. How would you design instruction to promote self-regulation, self-determination and self-reflection in your students? Begin your response by defining the terms and explaining their significance.*
- 5. What is differentiated instruction? Why do you differentiate instruction? How would you differentiate instruction? How would you use technology in your teaching to help a diverse population of students learn?*
- 6. How do you plan instruction on both the unit and lesson plan levels? Include in your response the role of New York State Standards and district curriculum maps, as well as any other resources you deem appropriate.*
- 7. Every teacher should be a teacher of literacy. How do you incorporate literacy instruction into your classroom?*

First Submission

For the first submission, Teacher Education candidates must include the following elements:

- Introduction
- Responses to one question from each section
- One artifact with an accompanying rationale, per response
- Conclusion
- Works cited page

Any response that receives a passing score will count toward the required number for the final submission.

All responses must be submitted in a three ring binder, with the candidate's name on the outside and a title page inside with the following information: name, address, telephone number, email address, program, submission number (first) anticipated date of graduation. Each response should be labeled with a divider.

Portfolio Review

Two independent readers evaluate the portfolio. Each question is graded on a scale of 1 – 4, with 4 being the highest possible grade. The possible scores for each question are as follows:

4	Excellent
3	Satisfactory
2	Needs improvement
1	Poor

First Submission:

The candidate will respond to two questions, one from each section. These questions will each receive a score of 1-4. The first submission will not receive a total score. Any response that receives a score of 3 or 4 may be included, without revision, for the final submission. That is, a response that receives a first submission passing score will count toward the required number for the final submission. Most important, each submission receives written feedback.

Final submission:

This submission requires responses to 6 questions. Thus, the highest total score possible is 24. Scores are calculated by averaging the scores assigned by the two independent readers. The scores are as follows:

23 – 24 points	Distinction
18 – 22 points	Satisfactory**
12 – 17 points	Needs improvement
11 or fewer points	Poor

**18 points is the minimum passing score.

A candidate must complete the portfolio in a satisfactory manner (a score of 18 or higher) to be eligible for graduation.

The final portfolio will remain in the possession of LIU. Any copies you wish to retain should be made prior to submission.

Teacher Education Portfolio Rubric

	Description of Performance Indicators
<p>Excellent Score = 4</p>	<p>Information presented is consistently accurate and appropriate Information is consistently presented with critical evaluation Literature is consistently cited in an appropriate manner Ideas are consistently well-organized and expressed in a clear manner Writing consistently demonstrates appropriate grammar, spelling, punctuation and word choice Appropriate number of artifacts, each of which clearly relates to a response</p>
<p>Satisfactory Score = 3</p>	<p>Information presented is mostly accurate and appropriate Information is mostly presented with critical evaluation Literature is generally cited in an appropriate manner Ideas are generally well-organized and expressed in a clear manner Writing generally demonstrates appropriate grammar, spelling, punctuation and word choice Appropriate number of artifacts, each of which generally relates to a response</p>
<p>Needs Improvement Score = 2</p>	<p>Information presented is sometimes accurate and appropriate Information is sometimes presented with a lack of critical evaluation Literature is sometimes cited in an appropriate manner Ideas are sometimes well-organized and expressed in a clear manner Writing sometimes lacks appropriate grammar, spelling, punctuation and word choice Insufficient number of artifacts and/or minimal relationship between each artifact and a response</p>
<p>Poor Score = 1</p>	<p>Information is generally inaccurate and/or inappropriate Information lacks critical evaluation Literature is not cited in an appropriate manner Ideas lack organization and clarity Writing lacks appropriate grammar, spelling, punctuation and word choice Insufficient number of artifacts/and or no relationship between each artifact and a response</p>