Dear College of Education Graduate Student:

Greetings! In Dallas Baptist University’s quest for meaningful assessment of graduate students, the process of creating a portfolio is explained in the attached College of Education Graduate Portfolio Manual. The portfolio allows the student to present information about themselves as learners and to document growth over a period of time.

The portfolio should be a collection of artifacts accompanied by self-reflections that not only help the learner to understand and extend learning, but also invite the reader of the portfolio to gain insights about the learner. Please refer to the Portfolio Manual for appropriate procedures to follow in the preparation of your portfolio.

During the fall, spring and summer semesters, a portfolio workshop/seminar is scheduled to assist graduate students in portfolio development. Remember to bring your portfolio manual and any portfolio items that you have already been working on to the workshop. An email will be sent to you and the DBU website will post a notification in advance of the scheduled workshop/seminar to make you aware of the dates and times.

All graduate students are required to present their portfolios to Educator Preparation Board members during the student’s final semester at Dallas Baptist University. Additional information regarding portfolio presentations will be disseminated to graduating students.

If you have any questions, comments, or suggestions, please do not hesitate to call your program director at (214) 333.5200.

Dara Owen                       Bonnie Hinkle, Ed.D          Tam Jones, Ph.D.
Interim Director, Master of Arts in Teaching                  Director, Master of Education in School Counseling    Director, Master of Education in Educational Leadership

DALLAS BAPTIST UNIVERSITY
It is my understanding that a portfolio is a required component of all College of Education Graduate programs. Students must be enrolled in the Professional Portfolio class during their last semester prior to graduation.

This is to acknowledge that I have received a portfolio packet and information regarding this requirement.

_______________________            __________________             _____________
Signature of Student   Program of Study   Date

______________________________________  ___________________________________
Printed Name of Student    Program Director
In Dallas Baptist University’s quest for meaningful assessment of graduate students, the process of creating a portfolio has been included. The portfolio allows the students to present information about themselves as learners and to demonstrate their growth, development, and acquisition of knowledge and skills.

The portfolio should be a collection of artifacts accompanied by self-reflections that not only help the learner to understand and extend learning, but also invite the reader of the portfolio to gain insights about learning and the learner. The portfolio should also include materials from all areas of the student's academic program.

The goals of portfolios are as follows:

1. A collection of meaningful and authentic assessments of graduate students.

2. Allows students to present information about themselves as learners and to document active learning in their professional growth and development.

3. Invites the reader to gain insights about learning and the learner.

4. Students take an active role in shaping their learning process.

5. Students reflect on their learning process and become evaluators of their own work and performance.

6. Students set goals for their progress and feel comfortable in taking risks in achieving those goals.

7. Students have the opportunity to actively engage in an exchange of ideas and feedback with their peers and advisors as a collaborative team.

8. Students take a role in setting the standards for accountability.
Portfolio Process

1. Attend review sessions as needed.

2. Have an organized thematic portfolio that reflects what was written in your personal philosophy. This is an essential component of building a successful portfolio.

3. Write a narrative describing your philosophy of education. Discuss what your expectations are as an educator, how your unique talents make this a reality and what you will do to accomplish the tasks and challenges of the job (refer to Page 10).

4. Present the portfolio in a binder with a title page (name, degree sought, and date of graduation) and table of contents.

5. Include a Table of Contents.

6. Show some originality; don’t create an assemblage of packaged materials. Your portfolio should be unique and reflect your work. Plagiarized work automatically disqualifies your portfolio.

7. Compile portfolio components (both required and optional).

8. Collect artifacts and include your accompanying reflections; (collect, select, and reflect).

9. Display a record of professional development and involvement that includes certificates, conference documentation, and/or anything that shows your involvement in professional growth.

10. Review and revise portfolio throughout your course of study.

11. Present the portfolio to the Educator Preparation Board during your last semester in the Master's Program.
## PORTFOLIO DEVELOPMENT

<table>
<thead>
<tr>
<th><strong>Initial Advising Session</strong></th>
<th>During the first advising session, the portfolio manual will be given to student. Portfolio components will be discussed.</th>
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<tbody>
<tr>
<td><strong>Workshop Session</strong></td>
<td>Portfolio workshops include an overview of Portfolio development. We recommend that the student attend and participate in scheduled portfolio workshops.</td>
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<td>(offered during the Fall, Spring and Summer semesters)</td>
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<tr>
<td><strong>Ongoing Evaluation</strong></td>
<td>Throughout the program of study, the COE staff is available to discuss and provide feedback to the student regarding portfolio progress.</td>
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<tr>
<td><strong>Pre-presentation Evaluation</strong></td>
<td>Completion of final pre-presentation evaluation. The student is responsible for arranging a meeting with the Program Director at least two weeks before the final Presentation to the Educator Preparation Board to turn in the video (if applicable) and review the students completed Portfolio.</td>
</tr>
<tr>
<td><strong>Final Portfolio Evaluation</strong></td>
<td>The student will present their completed portfolio to the Educator Preparation Board for final approval during their last semester of program of study. Graduate candidates will be recommended for graduation only after they have successfully defended their portfolio. Students are responsible for registering for the Professional Portfolio class.</td>
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</tbody>
</table>

### SELF-EVALUATION TOOL
Accomplishment Summary:
Summarize your accomplishments vs. goals in the past year

Strengths/Growth:
Describe your strengths. How have you grown as a result of your program?

Academic:

Interpersonal:

Improvement/Development needs and plans:
Identify most critical needs and describe how you plan to address these needs in the future.

Needs:

Plans:

Career Goals: (Describe short and long term career goals.)

Short Term:

Long Term:

Career Interest:

Signature_________________________   Date_________________

M.E.D.
## REQUIRED COMPONENTS

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Portfolio Items</th>
<th>Domain</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Notification of Admission to MED Program</td>
<td>I, II, III</td>
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<td></td>
<td>Professional Resume</td>
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<td>Official Degree Audit</td>
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<td></td>
<td>Official DBU Transcript</td>
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<td>Transcript(s) from other universities</td>
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<td>Self Evaluation Tool</td>
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<td></td>
<td>Personal/Professional Philosophy of Education</td>
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<tr>
<td>Formative Assessment</td>
<td>Evidence of expertise in content area</td>
<td>I, II, III</td>
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<td></td>
<td>Examples indicating knowledge and expertise in planning, teaching, assessing and managing the learning environment</td>
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<td>Evidence of experience and opportunity in working with students (ex. Practicum/internship, student teaching, church/school/community)</td>
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<td></td>
<td>Example of consultation and collaboration</td>
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<td>Example of human diversity and equitable programs</td>
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<td></td>
<td>Videotaped lesson (if required, due two weeks before the final presentation of the portfolio)</td>
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<tr>
<td>Summative Assessment</td>
<td>Record of professional development</td>
<td>I, II, III</td>
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<td></td>
<td>Evaluation from supervisors</td>
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<td></td>
<td>Utilization of technology</td>
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<td></td>
<td>Reflections and explanations</td>
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<tr>
<td></td>
<td>Artifacts</td>
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<td></td>
<td>Closing Statement</td>
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</tbody>
</table>

Master of Education
Reference: State Board for Educator Certification 068 Principal Standards (www.sbec.state.tx.us)
I. School Community Leadership, competencies 001-003
II. Instructional Leadership, competencies 004-007
III. Administrative Leadership, competencies 008-009
PERSONAL PHILOSOPHY OF EDUCATION
GUIDELINES:

1. According to program study, write a three to five page narrative describing your philosophy of education:
   
   How would you define your role as a professor educator, school counselor, or administrator?

   MAT “Who are you as a Professional Educator?”
   MEDS “Who are you as a School Counselor?”
   MED “Who are you as an Administrator?”

2. Include:
   What you think is important.
   A. What are your beliefs and/or theories as a teacher, counselor, or administrator?
   B. What goals would you like to achieve or accomplish as a result of your philosophy? How will you accomplish the tasks and challenges?
   C. What are your expectations in the role as teacher, counselor, or administrator? How will you accomplish

3. The narrative should be an on-going piece of work. Revisions should be made throughout the duration of your study.

   Philosophy Development
   (To be used at Portfolio Workshop)

<table>
<thead>
<tr>
<th>WHAT IS IMPORTANT</th>
<th>BELIEFS/THEORIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a teacher/counselor/etc., I think it is important to...</td>
<td>1.</td>
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<tr>
<td>1.</td>
<td>1.</td>
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<td>2.</td>
<td>2.</td>
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<td>3.</td>
<td>3.</td>
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<tr>
<td>Goals:</td>
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</tbody>
</table>
ARTIFACTS

Tangible evidence of knowledge that is gained, skills that are mastered, values that are clarified, or
dispositions and attitudes that is characteristic of you. Artifacts are materials normally produced or
developed in courses or training as part of course assignment.

<table>
<thead>
<tr>
<th>Artifacts</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotal records</td>
<td>Essays/Book reviews</td>
</tr>
<tr>
<td>Article summaries</td>
<td>Evaluations</td>
</tr>
<tr>
<td>Assessments</td>
<td>Floor Plans</td>
</tr>
<tr>
<td>Awards</td>
<td>Goal Statements</td>
</tr>
<tr>
<td>Bulletin Board Ideas</td>
<td>Individualized Plans</td>
</tr>
<tr>
<td>Case Studies</td>
<td>Conference Presentations or attendance</td>
</tr>
<tr>
<td>Classroom Management Philosophy</td>
<td>Journals</td>
</tr>
<tr>
<td>Letters</td>
<td>Management Strategies</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>Media Experiences</td>
</tr>
<tr>
<td>Projects</td>
<td>Workshop Agendas</td>
</tr>
<tr>
<td>Research Papers</td>
<td>Observation Reports</td>
</tr>
<tr>
<td>Rules and Procedures</td>
<td>Pictures</td>
</tr>
<tr>
<td>Schedules</td>
<td>Planning Documents</td>
</tr>
<tr>
<td>Self-Assessment Instruments</td>
<td>Professional Development Activities</td>
</tr>
<tr>
<td>Developed Materials</td>
<td>Experiential Activities</td>
</tr>
<tr>
<td>Career Counseling Lessons</td>
<td>Group Session Plans</td>
</tr>
</tbody>
</table>

REFLECTIONS

Materials that demonstrate thoughts about professional perspective, self-assessment, professional
development, and reflect the modeling of the individual’s Personal Philosophy of Education throughout
their graduate program. This can be in the form of a “Reflective Journal” or “Reflections” within the
portfolio. What do you think? What works? What ideas or theories guide your practice?

TECHNOLOGY

Showcase your ability to utilize technology as an integral part of your profession. Use the following as
guidelines: computer generated presentations, sound video and digital images, evaluate the quality of
internet information, utilize computerized testing, diagnostic, and career decision-making programs,
knowledgeable of the legal and ethical codes which related to program of study services via the
internet, assist students search for information regarding higher education, financial aid/scholarships,
social/personal information, utilize software to develop web pages, group presentations, letters,
reports, and etc.
CLOSING STATEMENT

The closing statement should be a one page reflective essay with a holistic approach. Describe not only how you have grown academically but also how your servant leadership skills have developed. This essay should also acknowledge those who made an impact during the process of earning a Master’s Degree at Dallas Baptist University. Include goals you had set for yourself and accomplished and also any future goals you have as a lifelong learner and educator. This essay should not be a summation of everything you included in the Portfolio, but should be a self-assessment that draws conclusions, makes inferences, and/or analyzes your learning.

PORTFOLIO PRESENTATION

- Present to a selected committee of members of the Educator Preparation Board
- Allow 30 minutes (Oral presentation: 20-25 minutes; Questions: 5 minutes)
- Arrive approximately 30 minutes prior to your designated presentation time
- Be familiar and comfortable with your portfolio; It is your story
- Dress professionally
EVALUATIVE CRITERIA

Portfolios will be evaluated on the following criteria:

1. **Completeness of the Portfolio**
   Are all the criteria components included?

2. **Personal Philosophy of education**
   Did you give evidence of focus, ideas, and organization?
   Do all the pieces included in the portfolio relate to what is written in philosophy?

3. **Artifacts**
   Did you provide examples from coursework that show knowledge and expertise in planning, teaching, assessing, and managing the learning environment?

4. **Communication Skills**
   Are you reflective in your explanations and descriptions?
   Do you demonstrate effective speaking and writing skills?
   Are you effective in explaining contents?

5. **Quality and Design**
   A. Selective in Contents
   B. Succinct in Reflections and Explanations
      Do you demonstrate effective speaking and writing skills?
   C. Visual Presentation
      Are the contents arranged in a manner that is easy to read and visually appealing?

6. **Utilization of Technology**
   Were you able to effectively provide evidence regarding the utilization of technology in the preparation and/or presentation of your portfolio?

1. **Closing Statement**
   Were you able to demonstrate a self-assessment that draws conclusions, makes inferences, and/or analyzes your learning?
This is a copy of the evaluation form that will be used by the Educator Preparation Board in assessing the portfolio.

PORTFOLIO FINAL EVALUATION
EDUCATOR PREPARATION BOARD

Student: ___________________________________________ Date: _________________

Degree: ___________________________________________ Specialization: ________________

Please complete the following evaluation by circling the appropriate number: 1= LOW  2= FAIR
3= AVERAGE  4= HIGH  5= EXCELLENT  N= NOT APPLICABLE
The portfolios should not be given a letter grade, but will be evaluated as approved or not approved.

**Portfolio Requirements**
1. Notification of Admission  1  2  3  4  5  N
2. Professional Resume  1  2  3  4  5  N
3. Official Degree Plan (Degree Audit)  1  2  3  4  5  N
4. All Transcripts (DBU & Others)  1  2  3  4  5  N
5. Self-Evaluation Tool  1  2  3  4  5  N
6. Professional statement/philosophy  1  2  3  4  5  N
7. Program Components  1  2  3  4  5  N
8. Reflections and Explanations  1  2  3  4  5  N
9. Artifacts  1  2  3  4  5  N
10. Utilization of Technology  1  2  3  4  5  N
11. Record of Professional and/or Community Involvement  1  2  3  4  5  N
12. Closing Statement  1  2  3  4  5  N

**Presentation Evaluation**
13. Communication Skills  1  2  3  4  5  N
14. Quality and Design  1  2  3  4  5  N
15. Overall assessment of portfolio  1  2  3  4  5  N

*Students may include other materials as desired and appropriate*

EDUCATOR PREPARATION BOARD COMMITTEE REVIEW: Chairperson: __________________________

Approval: Yes ______ No _______ Resubmit: _________

Comments: _______________________________________________________________

_________________________________________
An Off-Track Portfolio

An off-track portfolio is simply a container of student work or assessments, without an attempt on the part of the learner to provide organization. There is no attempt by the learner to make a coherent statement about what learning has taken place. The child’s understanding of the task is minimal - the portfolio is about “collecting what the teacher asks for.” For the student, the portfolio was built by following instructions. Self-reflective statements, if present, add little to clarify organization or explain learning.

An Emerging Portfolio

In an emerging portfolio there is a sense of intentionally controlling some of the student’s choices. Students may not be able to verbalize the reasons, even as they reflect on their choices, but the reviewer may be able to recognize a relationship between some exhibits or infer the reasons. Or, there may be evidence that the student had some insight into the teacher’s purposes. While evidence of self-reflection adds information to the presentation, at this point in the development of the portfolio there is insufficient information or organization to characterize the portfolio as either a story of learning or a portrait of the learner.

An On-Track Portfolio

An on-track portfolio is in the process of becoming a story of the student as an independent learner. There are relationships between one part of the portfolio and another. There is evidence of student ownership. The learner has a personal investment in selecting and explaining the content. It is possible to distinguish other stakeholders’ goal from the student’s or to recognize instances where they overlap. The portfolio may be created for others to assess, but there is also evidence of self-assessment. The student’s voice is always audible.

An Outstanding Portfolio

An outstanding portfolio is a coherent story of the student as a reflective learner where all the parts of the portfolio bear a clear relationship to other and to a central purpose. There is an awareness of the perspectives of other stakeholders, and the student’s self-assessment has been enhanced by this knowledge. A reviewer can look at the portfolio and easily understand how the judgments about the learner came to be made and the degree to which different stakeholders would agree. When reviewing the portfolio, outsiders get the feeling they really know the person whose achievement is depicted there and have a fair understanding of how the learning came about.
Recommended Book List


