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 is a culmination of the student’s accomplishments, skills, ability, and aptitude for their field of study.

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. The portfolio should also reflect service-learning as a strategy that integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective that enhances student learning, fosters civic responsibility, and develops servant leaders. Please refer to the Portfolio Manual for appropriate procedures to follow in your preparation of your portfolio.

During the fall, spring and summer semesters, a portfolio workshop/seminar is scheduled to assist graduate students in developing their portfolio. Remember to bring your portfolio manual with you 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 will be expected to present their professional portfolio to the Educator Preparation Board for assessment as evidence of program success 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.

Graduate Program Directors
Dallas Baptist University
College of Education
Consistent with the Christian character and values of Dallas Baptist University and in order to encourage and preserve the honor and integrity of the academic community, the University expects its students to maintain high Biblical standards of personal and scholarly conduct.

**HONOR CODE**

*The integrity of the upright guides them, but the unfaithful are destroyed by their duplicity. Proverbs 11:3*

It is the purpose of Dallas Baptist University to provide students with an educational experience that will allow them to grow in every aspect of their lives. Central to the success of the student is the knowledge that God made us in His own image. This reminds us that in the vast universe that reflects God's glory, humans are uniquely "crowned with glory and honor" (Arthur F. Holmes, *The Idea of A Christian College*).

Through the Honor Code at Dallas Baptist University students are to uphold the integrity of themselves, their fellow students, and God by maintaining the highest moral and ethical character in all aspects of their college career.

**THE HONOR PLEDGE**

*As a student at Dallas Baptist University, I pledge to uphold the honor and integrity of myself, my fellow students, and my God to the highest moral and ethical standard. As I grow in my understanding of servant leadership, I promise to abide by all University policies and procedures. I will not lie, steal, or cheat nor tolerate this behavior in others. I pledge to confront and expose any attempt to undermine the success of the academic or university community at DBU.*
DALLAS BAPTIST UNIVERSITY
COLLEGE OF EDUCATION
GRADUATE PROGRAMS

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     Printed Name    Date

___________________________________________  ________________________________  ___________
Program of Study       Program Director

I understand and pledge to uphold the Honor Code and designated Code of Ethics in my respective field.

___________________________________________  ___________
Signature of Student       Date
COLLEGE OF EDUCATION
GRADUATE PORTFOLIO
OBJECTIVES

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. Students present information about themselves as learners and document active learning in their professional growth and development.
3. Student 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.
9. Students incorporate service learning into the portfolio that enhances student learning, fosters civic responsibility, and develops servant leaders.
## 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 and video guidelines will be discussed.</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td><strong>(offered during the Fall, Spring and Summer semesters)</strong></td>
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<tr>
<td><strong>Ongoing Evaluation</strong></td>
<td>Throughout the program of study, the internship instructor/program director are available to discuss and provide feedback to the student regarding portfolio progress. <strong>STUDENTS ARE RESPONSIBLE FOR MAKING AN APPOINTMENT WITH ADVISOR.</strong></td>
</tr>
<tr>
<td><strong>Pre-presentation Evaluation</strong></td>
<td>Completion of final pre-presentation evaluation. <strong>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</strong> 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. <strong>Students are responsible for registering for the Professional Portfolio class.</strong></td>
</tr>
</tbody>
</table>
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.
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?”
   MEDEL “Who are you as an Administrator?”
   MEDRE "Who are you as a literacy leader?"

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>
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<tbody>
<tr>
<td>As a teacher/counselor/etc., I think it is important to...</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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</table>

7
Overview of Service-Learning

The mission of Dallas Baptist University’s Service-Learning Program is to enhance student learning and to support the University’s overall mission to produce servant leaders who have the ability to integrate faith and learning through their respective callings by

Communicating the importance and purpose of service-learning to faculty, staff, and students;

Assisting faculty in the integration of service-learning into the curriculum of every student’s degree plan;

Encouraging faculty and staff involvement in the incorporation of service-learning into student co-curricular activities;

Coordinating and promoting civic engagement in selected community service projects; and

Providing support and resources to establish mutually beneficial campus and community relationships.

Definition of Service-Learning: Service-Learning at Dallas Baptist University is a teaching and learning strategy that integrates academic instruction, community service, and guided reflection from a Christ-centered, faith-based perspective in order to enhance student learning, to foster civic responsibility, and to develop servant leaders.

Goals: The three areas for student growth articulated in the definition serve as the focus for the measurable learner-centered goals and objectives: (1) enhancing student learning, (2) fostering civic responsibility, and (3) developing servant leaders.

1. Goal 1: Enhancing Student Learning

Through academic and co-curricular service-learning experiences, DBU students will demonstrate improvement in academic learning.

Learning Objectives:

DBU students will

1.1 understand the relevance and efficacy of their subject area knowledge.
1.2 use critical thinking to analyze and solve problems

2. Goal Two: Fostering Civic Responsibility

Through academic and co-curricular service-learning experiences, DBU students will develop a sense of global civic responsibility.

Learning Objectives:

DBU students will

2.1 demonstrate understanding of important societal issues and critical community needs.
2.2 Participate in community service opportunities.
3. Goal Three: Developing Servant Leaders

Through academic and co-curricular service-learning experiences, DBU students will be equipped to become Christ-centered servant leaders.

Learning Objectives:

DBU students will

3.1 apply the biblical concept of servant leadership.
3.2 Demonstrate the knowledge, attitude, and skills needed to become servant leaders.

“For you were called to freedom, brothers. Only do not use your freedom as an opportunity for the flesh, but through love serve one another. For the whole law is fulfilled in one word: ‘You shall love your neighbor as yourself.’”

Galatians 5:13-14
SELF-EVALUATION TOOL
(may be reproduced by student)

Name:        Date:

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________________
## MASTER OF EDUCATION IN SCHOOL COUNSELING
### REQUIRED PORTFOLIO COMPONENTS

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Portfolio Items</th>
<th>Competencies</th>
<th>Timeline</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Notification of Admission to MEDS Program</td>
<td></td>
<td>Independent</td>
<td>Graduate Office</td>
<td></td>
</tr>
<tr>
<td>Required</td>
<td>Professional Resume</td>
<td></td>
<td>Independent</td>
<td></td>
<td>Program Director</td>
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<tr>
<td>Required</td>
<td>Official Degree Plan (Degree Audit)</td>
<td></td>
<td>Independent</td>
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<tr>
<td>Required</td>
<td>Official DBU Transcript</td>
<td></td>
<td>Independent</td>
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<tr>
<td>Required</td>
<td>Transcript(s) from other universities</td>
<td></td>
<td>Intro to SC</td>
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<tr>
<td>Required</td>
<td>Self-Evaluation Tool</td>
<td></td>
<td>Intro to SC</td>
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<tr>
<td>Required</td>
<td>Personal/Professional philosophy of education</td>
<td></td>
<td>Intro to SC</td>
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<tr>
<td>Supporting Artifacts</td>
<td><strong>Guidance Curriculum:</strong> School guidance program: demonstrate ability to plan, implement, and evaluate a developmentally appropriate comprehensive guidance program. Provides effective counseling to individuals and small groups utilizing appropriate counseling theories and techniques. Group work (i.e., paper, group project, lesson plans/timelines) Social &amp; Cultural Diversity (equitable counseling and guidance/special education)</td>
<td>1, 3, 4, 5</td>
<td>Dev. Psychology Curriculum/Adm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Artifacts</td>
<td><strong>Responsive Services:</strong> Application of appropriate theories/techniques Documentation of referral procedure/process re: special programs &amp; services</td>
<td>6</td>
<td>Pre-practicum Theories/Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Artifacts</td>
<td><strong>Individual Planning:</strong> Assessment principles and procedures Career Development (i.e., of educational &amp; career awareness)</td>
<td>3, 4, 6</td>
<td>Exceptional Lrn</td>
<td>Multicultural Exceptional Lrn</td>
<td></td>
</tr>
<tr>
<td>Supporting Artifacts</td>
<td><strong>System Support:</strong> Assessment (document test planning, coordinating, &amp; evaluating district or campus program) Research and Program Evaluation Professional Identity/Ethics Consultation &amp; collaboration w/school &amp; community, i.e., consultation models, parent involvement project, school-wide project, public relations</td>
<td>7, 8, 9</td>
<td>Intro School Coun Appraisal</td>
<td>Adm/Career/Pre-practicum Appraisal</td>
<td></td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>Record of professional dev./involvement Evaluation from site supervisors Utilization of technology in guidance Reflections and Explanations Artifacts Include evidences of service-learning Closing Statement</td>
<td>10</td>
<td>Prac./Intern. Prac/Intern Prac/Intern Prac/Intern Independent Independent Independent Independent Independent</td>
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<td></td>
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<tr>
<td>Summative Assessment</td>
<td>Submit video to program director if required</td>
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</tbody>
</table>

Reference: State Board for Educator Certification – School Counselor Standards [www.sbec.state.tx.us](http://www.sbec.state.tx.us)

**Domain I:** Understanding Students (Competencies 1, 2, 3)

**Domain II:** Planning and Implementing The Developmental Guidance and Counseling Program (Competencies 4, 5, 6, 7)

**Domain III:** Collaboration, Consultation, and Professionalism (Competencies 8, 9, 10)
REQUIRED PORTFOLIO 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 Ed. Ldsp. Program Professional Resume Official Degree Plan (Degree Audit) Official DBU Transcript Transcript(s) from other universities Self Evaluation Tool Personal/Professional Philosophy of Education</td>
<td></td>
<td>I, II, III</td>
<td></td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>Evidence of expertise in content area Examples indicating knowledge and expertise in planning, teaching, assessing and managing the learning environment Evidence of experience and opportunity in working with students (ex. Practicum/internship, student teaching, church/school/community) Example of consultation and collaboration Example of human diversity and equitable programs</td>
<td></td>
<td>I, II, III</td>
<td></td>
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<tr>
<td>Summative Assessment</td>
<td>Record of professional development Evaluation from supervisors Utilization of technology Reflections and explanations Artifacts Include evidences of service-learning Closing Statement Submit video to program director if required</td>
<td></td>
<td>I, II, III</td>
<td></td>
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</tbody>
</table>

Master of Education in Educational Leadership
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

MASTER OF ARTS IN TEACHING
### REQUIRED PORTFOLIO COMPONENTS

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Portfolio Items</th>
<th>Standards</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
</table>
| Required  | Notification of Admission to MAT Program  
Professional Resume  
Official Degree Plan (Degree Audit)  
Official DBU Transcript  
Transcript(s) from other universities  
Self Evaluation Tool  
Personal/Professional Philosophy of Education  
Reflections and Explanations  
Closing Statement |          |           |           |           |
| Supporting Artifacts: Documentation should be included for each area | Evidence of expertise in content area  
Examples indicating knowledge and expertise in planning, teaching, assessing and managing the learning environment  
Evidence of experience and opportunity in working with students (ex. Practicum/internship, student teaching, church/school/community)  
Example of consultation and collaboration  
Example of human diversity and equitable programs  
Videotaped lesson (if required, due two weeks before the final presentation of the portfolio)  
Utilization of technology |          |           |           |           |
| Summative Assessment | Record of professional dev./involvement (if applicable)  
Evaluation from supervisors (if applicable)  
Utilization of technology  
Reflections and explanations  
Other Appropriate Artifacts  
Include evidences of service-learning  
Closing Statement  
Submit video to program director if required |          |           |           |           |

* Reference “Proficiencies for Teachers in Learner-Centered Schools” from Learner-Centered Schools for Texas

1. Learner-Centered Knowledge
2. Counseling: A Learner-Centered Process
3. Learner-Centered Professional Development
4. Equity in Excellence for All Learners
5. Learner-Centered Communication
### MASTER OF EDUCATION IN CURRICULUM & INSTRUCTION

#### REQUIRED PORTFOLIO COMPONENTS

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Portfolio Items</th>
<th>Standards</th>
<th>Formative</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required</td>
<td>Notification of Admission to M.Ed.CI Program&lt;br&gt;Professional Resume&lt;br&gt;Official Degree Plan (Degree Audit)&lt;br&gt;Official DBU Transcript&lt;br&gt;Transcript(s) from other universities&lt;br&gt;Self Evaluation Tool&lt;br&gt;Personal/Professional Philosophy of Education&lt;br&gt;Reflections and Explanations&lt;br&gt;Closing Statement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Supporting Artifacts: Documentation should be included for each area</td>
<td>Evidence of expertise in Curriculum Design&lt;br&gt;Examples indicating knowledge and expertise in Instruction: planning, teaching, assessing and managing the learning environment&lt;br&gt;Evidence of experience and opportunity in working with students&lt;br&gt;Evidence of experience and opportunity in working with other teachers&lt;br&gt;Example of consultation and collaboration&lt;br&gt;Example of human diversity and equitable programs&lt;br&gt;Utilization of technology</td>
<td>I, II, III, IV</td>
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<tr>
<td>Summative Assessment</td>
<td>Record of professional dev./involvement&lt;br&gt;Evaluation from supervisors (if applicable)&lt;br&gt;Utilization of technology&lt;br&gt;Reflections and explanations&lt;br&gt;Other Appropriate Artifacts&lt;br&gt;Include evidences of service-learning&lt;br&gt;Closing Statement&lt;br&gt;Submit video to program director if required</td>
<td>I, II, III, IV</td>
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</tbody>
</table>

* Reference “Proficiencies for Teachers in Learner-Centered Schools” from Learner-Centered Schools for Texas

1. Learner-Centered Knowledge
2. Learner-Centered Professional Development
3. Equity in Excellence for All Learners
4. Learner-Centered Communication
## M.Ed. in Reading and English as a Second Language (MEDRE)

### MEDRE REQUIRED PORTFOLIO COMPONENTS

<table>
<thead>
<tr>
<th>Notification of Admission to MEDRE Program</th>
<th>□ Artifacts providing evidence of proficiency with the standards (see guidelines below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Professional Resume</td>
<td>□ Evidence of modeling servant leadership to students, peers, and supervisors through service-learning activities</td>
</tr>
<tr>
<td>□ Official Degree Plan (Degree Audit)</td>
<td>□ Record of professional develop./community involvement</td>
</tr>
<tr>
<td>□ Official DBU Transcript</td>
<td>□ Evaluation(s) from supervisors</td>
</tr>
<tr>
<td>□ Transcript(s) from other universities</td>
<td>□ Reflections and explanations</td>
</tr>
<tr>
<td>□ Self-Evaluation Tool</td>
<td>□ Closing Statement</td>
</tr>
<tr>
<td>□ Personal/Professional philosophy of education</td>
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<tr>
<td>□ Utilization of technology</td>
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</table>

Artifacts should provide evidence of the MEDRE candidate's proficiency with EACH of the following standards.

### Reading Specialist Standards:

(Follow these standards for evidence of proficiency with Master Reading Teacher Standards as well.)

**Standard I. Components of Reading:** The Reading Specialist applies knowledge of the interrelated components of reading across all developmental stages of oral and written language and has expertise in reading instruction at the levels of early childhood through grade 12.

**Standard II. Assessment and Instruction:** The Reading Specialist uses expertise in implementing, modeling, and providing integrated literacy assessment and instruction by utilizing appropriate methods and resources to address the varied learning needs of all students.

**Standard III. Strengths and Needs of Individual Students:** The Reading Specialist recognizes how the differing strengths and needs of individual students influence their literacy development, applies knowledge of primary and second language acquisition to promote literacy, and applies knowledge of reading difficulties, dyslexia, and reading disabilities to promote literacy.

**Standard IV. Professional Knowledge and Leadership:** The Reading Specialist understands the theoretical foundations of literacy, plans and implements a developmentally appropriate, research-based reading/literacy curriculum for all students; collaborates and communicates with educational stakeholders; and participates and takes a leadership role in designing, implementing, and evaluating professional development programs.

### English as a Second Language Standards:

**Standard I.** The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

**Standard II.** The ESL teacher has knowledge of the foundations of ESL education and factors that contribute to an effective multicultural and multilingual learning environment (*and has developed an appreciation for cultural and linguistic diversity).*

**Standard III.** The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students’ language development in English.

**Standard IV.** The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

**Standard V.** The ESL teacher has knowledge of the factors that affect ESL students’ learning of academic content, language, and culture.

**Standard VI.** The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.

**Standard VII.** The ESL teacher knows how to serve as an advocate for ESL students and facilitate family and community involvement in their education.

Possible coursework for supporting evidence:

| READ 6330, READ 5332, READ 5333, READ 5301, READ 6301, ECHE 6373 |
| READ 6301, READ 6332, READ 5333, ESLS 5312, ESLS 5314 |
| READ 6301, READ 6330, READ 5332, READ 5333, ESLS 5312, ESLS 5314, ESLS 5301 |
| READ 6335, ESLS 5306, EDUC 6302, ESLS 5312, ESLS 5314 |

### MASTER OF EDUCATION IN KINESIOLOGY
#### REQUIRED PORTFOLIO COMPONENTS

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Portfolio Items</th>
<th>Domain</th>
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<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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<tr>
<td></td>
<td>Official Degree Audit</td>
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<tr>
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<td>Official DBU Transcript</td>
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<td></td>
<td>Transcript(s) from other universities</td>
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<td></td>
<td>Self Evaluation Tool</td>
<td></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>
<td></td>
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<tr>
<td></td>
<td>Examples indicating knowledge and expertise in planning, teaching, assessing and managing the learning environment</td>
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<tr>
<td></td>
<td>Evidence of experience and opportunity in working with students, clients, patrons or the appropriate group based on your specialty (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>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>
<td></td>
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<td>Evaluation from supervisors</td>
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<td>Utilization of technology</td>
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<td>Reflections and explanations</td>
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<td>Artifacts</td>
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<td>Include evidences of service-learning</td>
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<td>Closing Statement</td>
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<td>Submit video to program director if required</td>
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**Master of Education in Kinesiology**

Reference: State Board for Educator Certification 158 EC-12 Physical Education ([www.sbec.state.tx.us](http://www.sbec.state.tx.us))

I. Movement Skills and Knowledge, competencies 001-005

II. Health-Related Physical Fitness, competencies 006-009

III. The Physical Education Program, competencies 010-013
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>Anecdotal records</th>
<th>Essays/Book reviews</th>
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<tbody>
<tr>
<td>Article summaries</td>
<td>Evaluations</td>
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<td>Assessments</td>
<td>Floor Plans</td>
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<td>Awards</td>
<td>Goal Statements</td>
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<tr>
<td>Bulletin Board Ideas</td>
<td>Individualized Plans</td>
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<tr>
<td>Case Studies</td>
<td>Conference Presentations or attendance</td>
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<tr>
<td>Classroom Management Philosophy</td>
<td>Journals</td>
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<td>Letters</td>
<td>Management Strategies</td>
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<td>Professional Organizations</td>
<td>Media Experiences</td>
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<td>Projects</td>
<td>Workshop Agendas</td>
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<td>Research Papers</td>
<td>Observation Reports</td>
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<tr>
<td>Rules and Procedures</td>
<td>Pictures</td>
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<tr>
<td>Schedules</td>
<td>Planning Documents</td>
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<tr>
<td>Self-Assessment Instruments</td>
<td>Professional Development Activities</td>
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<tr>
<td>Developed Materials</td>
<td>Experiential Activities</td>
</tr>
<tr>
<td>Career Counseling Lessons</td>
<td>Group Session Plans</td>
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</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**

- Arrive approximately 30 minutes prior to your designated presentation time
- Be familiar and comfortable with your portfolio - this is your story
- Dress professionally (like what you would wear to a job interview)
- Present to a selected committee of members of the Educator Preparation Board
- Allow 30 minutes (oral presentation- 20-25 minutes, questions- 5 minutes)
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?
   Did it appear that you really had rehearsed your presentation and knew what was in the
   portfolio?

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?

7. 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:
0= UNACCEPTABLE, 1= INADEQUATE, 2= AVERAGE, 3= GOOD, 4= EXEMPLARY

Portfolio Requirements

1. Completeness (See instructions for evaluation) 0 1 2 3 4
   Notification of Admission
   Professional Resume
   Official Degree Plan (Degree Audit)
   All Transcripts (DBU & Others)
   Self-Evaluation
   Program Components
   Record of Professional and/or Community Involvement

2. Personal Philosophy of Education 0 1 2 3 4

3. Artifacts with explanations and reflections 0 1 2 3 4

Presentation Evaluation

4. Communication 0 1 2 3 4

5. Quality and Design 0 1 2 3 4

6. Technology Utilization 0 1 2 3 4

7. Closing Statement 0 1 2 3 4

TOTAL POINTS: __________

27-28= EXEMPLARY
24-26= GOOD
21-23= AVERAGE
00-20= RESUBMIT

EDUCATOR PREPARATION BOARD COMMITTEE REVIEW: Chairperson: ________________

Approval: Yes ______ No _______ Resubmit: _________
VIDEO EVALUATION
(If required by your program.)

NAME:_______________________________________DATE:____________________

SITUATION VIDEO-TAPED:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

EVALUATOR:
________________________________________________________________________

COMMENTS:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

SUGGESTIONS:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

EVALUATION:
________________________________________________________________________
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 a sense of 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 some sense of organization and 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 is a real sense of organization that sees a relationship 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


“Technical Competencies for Counselor Education Students”
Recommended by ACES at the Completion of the Program

Use the following as guidelines for your technology section of the portfolio—

1. Be able to use productivity software to develop web pages, group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, Video conferencing equipment, and playback units.
3. Be able to use computerized statistical packages.
4. Be able to use email.
5. Be able to use computerized testing, diagnostic and career decision-making programs.
6. Be knowledgeable off the legal and ethical codes which relate to COUNSELING services via the internet.
7. Be able to subscribe, participate in, and sign off COUNSELING related listservs.
8. Be able to help clients search for various types of counseling – related information via the internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, and social and personal information.
9. Be able to evaluate the quality of Internet information.
10. Be able to access and use counseling related CD-ROM databases.

One of the interesting new technological developments related to the counseling profession is the publication of its first totally “on-line” professional journal.
THE JOURNAL OF TECHNOLOGY IN COUNSELING (JTC)
http://jtc.colstated.edu