

Guidelines for the Portfolio Option in the
Masters in Education Program
Walsh University

The intent of the Portfolio option is to provide in-service educators with the opportunity to apply the information and skills acquired through their graduate studies in a project that will directly benefit students and reflect enhanced teaching practices. This alternative will culminate in the submission of exhibits, a narrative document, and the presentation of a professional colloquium as described below.

I. Proposal Phase

Each student opting for the portfolio alternative will present his/her proposal to at least two members of the graduate education faculty. In addition to the face-to-face meeting, the student will submit a 2-3 page document that briefly summarizes important background information, identifies the area of growth or concern that the portfolio relates to, and describes the nature of the exhibits to be gathered. The deadline for approval of the portfolio proposal is: _____

II. Exhibits

The portfolio will be comprised of exhibits that demonstrate the student's application of skills and content acquired during his/her graduate studies. Samples of the types of exhibits conventionally included in a professional portfolio include: representative student work (then/now), videotaped lessons or staff development sessions, instructional modules that have been developed around a theme or issue of concern (e.g. character education), or multi-media presentations addressing required content or illustrating teaching practices and/or student performance.

III. Evidence of Applied Learning (Anticipated Length: 5-8 pages)

Through a narrative analysis, the student electing the portfolio option will cite evidence of the graduate program core courses in his/her work. Each of the five courses taken should be specifically addressed in this portion of the final project. The evidence of learning may be reflected in the processes used to design the project, the development of the exhibits, the exhibits themselves, and/or the student's analysis of the work produced. This narrative should include specific references to the concepts and skills taught in the five required core that the student completed.

Colloquium Presentation

As a culminating activity, the student will be asked to present a 20-30 minute colloquium presentation to members of the Walsh educational community, and any invited guests of the student's selection. During this presentation, the student

will summarize the problem that the portfolio was designed to address, describe the process utilized in planning and implementing the project, and share some of the exhibits as evidence of project effectiveness. At least two graduate education faculty members will attend this presentation. Deadline: _____

Sample Portfolio-Appropriate Topics:

1. Evidence of Hands-On Science in Action
2. Inclusion: Theory into Practice
3. Technology Integration in the Standard Self-Contained Classroom
4. Gifted Education: A Model that Works!
5. Literacy Activities for the 21st Century Learner

Final Document Due: _____