

**Portfolio Guidelines for  
M.Ed. in Reading Education  
Emphasis in Children's Literature and Language Arts (Grades P-5)  
(Effective Summer 2014)**

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***What is the Portfolio?***

The portfolio and presentation are a way for students to reflect upon and synthesize their experiences in reference to their goals as scholars and educators. The portfolio and presentation are in lieu of traditional written and oral comprehensive exams. Creating a portfolio is a process that takes place throughout the program. Students **collect** items to include in the portfolio from the start of the program. Near the end of the program, students **select** items to include as exhibits in the portfolio and then **reflect** on the items in light of their program experience. Students will present their portfolios in their final semester of coursework.

***How Do I Create and Present My Portfolio?***

Students will create a digital portfolio using an accessible electronic platform that is approved by the advisor. Students will submit their portfolios to their advisor for review at least one month before the scheduled portfolio presentation. Advisors will either approve or suggest revisions. Once the advisor approves the revised version of the presentation, students will send the portfolio to the other faculty members at least one week before the presentation. All presentations must be completed at least one week prior to the graduate school deadline which varies each semester. **Students should check the graduate school deadlines no later than the beginning of the semester in which they intend to graduate to help set portfolio and presentation deadlines with their advisor and other committee members.**

Students will present their portfolios to a committee of three faculty members during the semester of graduation. Sessions for presentations by several students may be scheduled together to allow students to learn from each other. Presentations are open to all students and faculty. Students will plan and lead presentations of select portions of their portfolios and allow for interacting with faculty during the presentations. Handouts, Power Point or Prezi presentations, and other aids are welcomed.

***What Do I Include in My Portfolio?***

Every portfolio should include the following components:

- **Title Page** - Student's name, degree, contact information (phone and e-mail), names of advisor and other committee members, and date (semester and year of graduation).
- **Program of Study** - List of courses including course numbers, titles, semester, and name of professor.
- **Resume/vita**
- **Introduction to the Portfolio**- The introduction should provide a synthesis of students' learning throughout their M.Ed. studies/program including a rationale for their programs of study including courses, projects, and other learning experiences. Statements of personal goals and beliefs are welcome but not required. Students may wish to develop a theme for their portfolio. If so, students will include this theme in the introduction.

- **Exhibits & Reflections** - Students will select multiple exhibits for their portfolios. The selected exhibits should address the Program Goals, with each Program Goal having 3-5 exhibits. Students should write reflections to accompany their exhibits as organized by Program Goal. These reflections should include students' abilities to apply research, practice, and theory in their current or anticipated educational settings, and/or professional endeavors. A list of Program Goals and possible exhibits are included below.

Please note that advisors are here to help. Students should direct any questions about the portfolio process to their advisors as soon as possible to allow for enough time to create and successfully present their portfolios.

### *Program Goals for Portfolios*

In your portfolio you are to address all of the following program goals

- knowledge of issues, theories, and practices related to linguistic, cultural, and academic diversity among learners
- knowledge of issues, trends, programs, and policies in literacy education
- ability to implement instructional strategies to meet the needs of culturally, linguistically, and academically diverse learners
- ability to use each area of knowledge in the classroom or other educational setting
- ability to share knowledge with others

You are also to choose at least one of the following program goals

- knowledge of children's literature and theories and practices for reading children's literature
- knowledge of reading instruction and its relationship to and with children's literature and/or language arts
- knowledge of writing and language arts theories and practices

### *Exhibit Possibilities*

The following are possible documents to use as exhibits. All documents should be for the time period since beginning the graduate program.

- Papers or projects from courses. Such papers or projects should be "clean" copies in that professors' comments and/or any track changes should not be included.
- Classroom materials incorporating learning from classes (unit plans, lesson plans, etc.)
- Annotated bibliographies
- Literacy autobiographies
- Teacher research projects
- Digital media produced as part of a course requirement (i.e. blog entries, Prezis, digital stories, etc.)
- Proposals for research and/or funding
- Proposals for conference presentations and materials used in presentations
- Excerpts from response journals, teaching journals, etc.
- Documentation of membership and participation in professional groups or organizations
- Documentation of awards for literacy education
- Other exhibits that address program goals and learning are welcome

***How Will I Be Evaluated?***

The following rubric will be used by your committee members to evaluate your portfolio.

**MED PORTFOLIO AND PRESENTATION RUBRIC**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_

Committee members \_\_\_\_\_

**Program Area: Reading, Writing, Children’s Literature and Digital Literacies**

**Degree: MED Reading Education**

**Emphasis: Children’s Literature and Language Arts, Grades P-5**

1. Portfolio includes all required components in their entirety (title page, program of study, resume/vita, introduction, 3-5 exhibits per Program Goal, and reflections illustrating the five required Program Goals and at least one selected Program Goal)

0 (none)      1                      2                      3                      4                      5 (all)

2. Each reflection clearly describes the exhibits including the course for which it was completed, and how it demonstrates student’s accomplishment of Program Goals.

0 (weak)      1                      2                      3                      4                      5 (strong)

3. The student demonstrates in the portfolio introduction a rationale for her/his program of study including courses, projects, and other learning experiences.

0 (weak)      1                      2                      3                      4                      5 (strong)

4. The student demonstrates the ability to apply research, practice, and theory in his/her current or anticipated educational setting and/or professional endeavors.

0 (weak)      1                      2                      3                      4                      5 (strong)

5. The writing is clear, specific, carefully edited, and is of adequate length.

0 (weak)      1                      2                      3                      4                      5 (strong)

6. The student is well prepared, engaging, and displays solid knowledge of topics during the oral presentation.

0 (weak)      1                      2                      3                      4                      5 (strong)

**Total Points (30 possible) \_\_\_\_\_ 21 and above Pass**

**Greatest Strength  
Area(s) Requiring Revision**