



## Professional Portfolio Guidelines

**Important Changes in the Guidelines:** The number of artifacts required to be included in the portfolio is **five artifacts**, with one artifact demonstrating your proficiency in each of the five domains of the field (design, development, utilization, management, evaluation). The caption for each included artifact must include a **rationale that focuses on the pertinent domain and pertinent subdomains within that domain**. Another change is the **elimination of the table of contents**. The organization of your portfolio should be apparent from your bookmarks, instead. (Make sure that your bookmarks display automatically when the portfolio opens.) The Final Portfolio Criteria Checklist included in these guidelines reflects those changes.

Students are to prepare and present a professional portfolio in partial fulfillment of the requirements for the M.Ed. degree in both the Library Media Technology and the Technology Applications programs administered by the Department. Students should work on their portfolios throughout the time they are in the program. The student will present the portfolio for review and evaluation during the last term of coursework.

The student is responsible for following these guidelines and for consulting available Web-based materials, including portfolio deadlines. Advice in portfolio planning and development is available from course instructors, the portfolio coordinator, and student advisors. Students may examine completed portfolios of recent program graduates by arrangement with the portfolio coordinator.

### Portfolio Purpose

The purpose of this portfolio is to demonstrate skills, knowledge and competencies developed in the program area through course work and professional experience. This document, along with the Professional Presentation, will allow faculty to determine the student's eligibility for the M.Ed. degree in Instructional Technology. The completed portfolio will also serve to demonstrate relevant competencies to employers and educational institutions.

### Electronic Portfolio

The professional portfolio must be developed using Adobe Acrobat and submitted as an Adobe Acrobat PDF document on CD. All students new to the M.Ed. I.T. program are required to have access to Adobe Acrobat. It is available commercially from a number of discount vendors. Also, our Instructional Technology Lab (Room 124) in the Education Center has Acrobat available on most computers.

Step-by-step directions for using Acrobat to develop an electronic portfolio are available on the Professional Portfolio web page.

## **Portfolio Requirements**

- I. Portfolio includes five captioned artifacts, each of which demonstrates a different domain and its pertinent subdomains. Caption includes clear rationale for inclusion in relation to designated domain (design, development, utilization, management and evaluation).
- II. Portfolio is logical, expressive, and constructed to facilitate review, including features specific to electronic portfolios. Includes artifact designated as ‘best work’ with rationale for choice in caption.
- III. Writing is at professional level, including correct grammar, spelling, mechanics, and proper copyright and citation compliance. Demonstrates thoughtful, in-depth reflection on processes and products.

## **Required Portfolio Materials**

- § Introduction -- A description of the portfolio and its organization.
- § Professional Goals Statement— A narrative that specifies and details individual short- and long-term goals in the student's field of study (300-500 words).
- § Current Resume – Professional in content and format
- § Captioned Artifacts\* -- A total of five artifacts required/allowed, with each of the artifacts exemplifying your competency in a different domain of instructional technology.
- § Designation of "Best Work"-- Among your five artifacts, identify one artifact as representative of your best work. The rationale statement within the caption should clearly indicate justification for this designation. Place the phrase "Best Work" beside the artifact number on the caption and make it ‘findable’ through bookmarks.
- § Reflective Final Paper--This paper should demonstrate reflection on the overall program of study, focusing on ties and links among topics and concepts within and across courses and professional experiences (including field experiences/internships). Particular attention should be paid to the relationship of the program of study to the specifics of your professional goals statement. In this final paper, you must address how your experiences while in the program have helped you to develop competencies in the five domains of instructional technology.

\*Artifacts are:

Papers, reports, documentation of presentations, projects, or instructional materials, generated during course work and related professional experiences occurring during the program of study, which have been designed, developed or conducted by the student either individually or as a member of a team, each clearly captioned\*\*.

\*\* **A caption is a *standardized* attachment to the artifact.**

Captions (each placed before the artifact it describes) should include:

- artifact number,
- descriptor(s), with the primary IT domain exemplified by the artifact listed first,
- title of artifact,
- the course (number and name) or professional experience in which the product originated,
- approximate date when the product originated,
- a rationale statement which briefly describes the artifact, **elaborates on your demonstrated competencies in relation to one or more domains and subdomains**, states why it was included, connects the work with your goals statement, and reflects on what you learned from the experience represented by the artifact, and
- identification of any use of the artifact with students, trainees, or other users—Do this for appropriate captions by including a descriptor “Implementation with students”; also, within the rationale describe the implementation and results.

**Examples of captions for artifacts are available to download from links at the end of these Portfolio Guidelines.**

### **Electronic Portfolio Features**

- Bookmarks are used to provide effective organization, user-friendly navigation, and appropriate display of portfolio components.
  - Bookmarks are descriptive. (A bookmark is used to identify by name each of the required components listed in the Required Portfolio Materials section, above.)
  - Bookmarks provide hierarchical organization. (For example, they group each artifact, its caption, and any other related items as indented bookmarks under a bookmark naming the artifact.)
  - When the portfolio is opened, the bookmarks automatically appear in the bookmark pane to the left of the first page (first screen) of the portfolio. (The viewer of the portfolio should not have to open the bookmark pane; bookmarks should display when the portfolio opens.)
  - Selecting any bookmark displays the identified portfolio component with an appropriate view. (For example, you might choose the "Fit-in-Window" view to display a PowerPoint slide, whereas with the "Fit Width" view you might display an artifact containing paragraphs of 12-point text as a scrollable page.)
- Links to other files or to the WWW are clearly identified, are working links, and are authorized consistent with copyright.

## Evaluation Procedures for the Professional Portfolio

Students will **submit two (2) CD-based copies** of the portfolio so that they reach the Portfolio Coordinator by the due date published on the Professional Portfolio webpage.

The Portfolio Coordinator will then make a **preliminary review** of the student's portfolio. If the portfolio is considered to be lacking in the quality expected of M.Ed. students at the end of their program, the student will be informed by e-mail of its unacceptability within three calendar days. A student whose portfolio is found by this preliminary review to be unacceptable will have to revise and resubmit the portfolio as soon as possible. Faculty reviewers will attempt to review a resubmitted portfolio and provide comments to the student; however, no assurance can be given that the student will be able to receive reviewer comments and revise to reach acceptable quality in time to complete the capstone experience that same semester. To avoid this predicament, the following suggestions should be carefully considered:

- Proofread all components of the portfolio that accompany the artifacts. It is strongly recommended that you have someone provide editor's proofing of grammar, spelling, mechanics, and overall clarity of writing.
- Revise your Professional Goals Statement and Current Resume to bring them up to date. The Professional Goals Statement should not remain as you composed it in ITED 7100. It should reflect your revised goals as you complete your program.
- Describe clearly how your artifacts and experiences during the time you have been in the program demonstrate competencies in all five of the domains of instructional technology. Each of five captions should address only one domain and the pertinent subdomains that support that domain, thus demonstrating competency in all five domains with the inclusion of five artifacts. Also, your Reflective Final Paper must provide a thorough description of how you grew professionally in the field in terms of competency in the five domains.

If the portfolio is considered acceptable at the preliminary review, two faculty members will administer a **full review** of the portfolio according to the Professional Portfolio Scoring Guide. Each evaluator will examine the portfolio independently and make individual judgments. Evaluators are asked to address positive and negative aspects and make recommendations for changes and revisions required to bring the portfolio up to the minimum standards. The Portfolio Coordinator will compile the evaluators' comments and e-mail them to the student by the date published on the Capstone Schedule.

The student should attempt to **revise the portfolio**, using the evaluators' comments, and **submit a final version** of the portfolio by the due date published on the Capstone Schedule. The **final two copies of the CD submitted as the final version** must be labeled with a professional-looking description of the portfolio: author, title (including "M.Ed. Capstone Professional Portfolio") and date. This work will be used as a documentary record only and may not be reproduced without the consent of the original author.

The **final review of the portfolio** will be based on the final (revised) portfolio. In order to merit a positive evaluation, the portfolio must meet minimum standards in each of the three areas (I-III) described above under Portfolio Requirements. Minimum standards are met if the portfolio conforms to the Guidelines in the consensus judgment of at least two faculty members. If standards are met, the faculty evaluators will initial the Final Portfolio Criteria Checklist. Disagreements in judgment between/among faculty evaluators will be discussed, and consensus judgment reached, with the consultation of an additional reviewer when necessary.

If the final review indicates that the student did not adequately revise the portfolio, the student has not fulfilled the Professional Portfolio requirement for the M.Ed. degree during that semester. He/she must resubmit the portfolio again during a later semester.

If the revisions have been completed to the satisfaction of the Portfolio Coordinator, a Final Portfolio Criteria Checklist will be mailed to the student, indicating successful completion of the portfolio requirement for the Capstone Experience. A copy of the Final Portfolio Criteria Checklist will be placed in the student's permanent folder.

### **Check Yourself for Success**

Your portfolio should be a unique document, one which represents **you** as well as your skills, knowledge, and experience. The following checklist includes some general characteristics of good portfolios which may help you to plan and evaluate your own document.

#### **Look at your artifacts, captions, and rationales...**

- Knowledge of theory, research, and practice are represented.
- Competence in design, development, utilization, management and evaluation is demonstrated.
- Reflections show growth, insight, and/or a widening of perspectives.
- Motivation for professional practice and continued growth is demonstrated.
- Flexibility in approaches to problems and issues is demonstrated.
- Respect and concern for other people is demonstrated.

#### **Look at your portfolio format and style...**

- Logical organization, clearly explained in the introduction, is used throughout.
- Dividers or title slides are used to separate sections.
- Products and materials which are linked to or attached are clearly labeled.
- Grammar/spelling are **absolutely** correct and writing style follows accepted professional standards.
- An overall professional appearance is maintained.
- Required features for the electronic portfolio, such as correctly linked bookmarks, are included.

## FAQ (Frequently Asked Questions)

Q. Is a portfolio a scrapbook?

A. No, it's not. It's also not just a file of course projects and assignments. It is an organized documentation of your professional growth and achieved competence. It shows that you have goals and it shows your progress toward those goals. The items you choose to include, your explanation of the importance or relevance of each item, your choice of organization of your portfolio, and your attention to professional standards of formatting and style are all very important elements of your portfolio.

Q. How is the portfolio supposed to be arranged?

A. It's supposed to be arranged in a way that 1) makes sense to you, and 2) is easy to review. There is no one way to arrange a portfolio. Some organizational strategies include area of competence, type of material, chronology, "best first", individual/groupwork, coursework connection, etc. Be creative and flexible in devising your portfolio organization. Also, do not simply use the ITED course numbers to identify artifacts. Title the artifacts, both in the captions and the e-portfolio bookmarks, with description of the topic of the artifact.

Q. Is it possible to "flunk" portfolio?

A. Yes. But you shouldn't! Your work in your classes and professional experiences has been judged to be sufficient for good grades, right? Physical representations of that work, plus the skills you've developed in doing the work, is the raw material from which the portfolio is made. Shape the raw material according to the **Portfolio Guidelines**, with care and guidance from faculty members, and you'll be fine. You'll also be given a chance to revise your portfolio if you don't meet minimum standards.

Q. Tell me again. What is an artifact?

A. Artifacts are physical evidence of your skills, knowledge, and experience. In other words, they include your papers, reports, documentation of presentations, projects, etc. Artifacts can be created to represent "inaccessible" work such as photos of a media center you organized or a comprehensive performance review of your internship. You can use artifacts which represent work you've done in a group as well as work you've done individually; just make sure to label it as such in your caption.

Q. OK. Now remind me, what is a caption?

A. A caption is a **standardized attachment** to an artifact. Standardized means that every caption has all the parts designated in the Portfolio Guidelines. Attachment means that each caption is on a separate piece of paper with (actually preceding) its corresponding artifact. The descriptors at the top of the caption allow the reviewer to immediately see which of your competencies each artifact demonstrates. The caption also sets up the context in which the artifact was produced (title, date, course). The rationale is the most important part of the caption because this allows you to explain, in your own words, why this artifact is important and to reflect on what you learned from producing it.

Q. I think I understand "artifacts" and "captions". Now, what are "descriptors"?

A. Descriptors are simply short terms which alert the reviewer to the "main idea" of a particular artifact. For instance, you may choose as an artifact a project in which you devised a budget for a computer lab. At the top of the caption for that artifact you might list these descriptors: Management, Budget, Spreadsheet Use. These descriptors tell the reviewer that this artifact demonstrates your competencies in these areas. Make sure you use the major descriptors designated as competencies for your program area (DDUME), and devise others which you think are appropriate.

Q. What are some artifacts I could include?

A. Glad you asked! Some of the MANY possibilities include observation logs, article critiques, assessments, awards, case studies, community resources documents, computer programs, curriculum plans, essays, evaluations, floor plans, individualized plans, journals, lesson plans, letters, management and organization strategies, media competencies, meetings/workshops log, peer critiques, pictures and photographs, position papers, professional development plan, professional readings list, projects, research papers, rules and procedures descriptions, schedules, self-assessment instruments, simulated experiences, teacher-made materials, volunteer experience descriptions, and work experience descriptions.

Q. I'm in one of the ITED program areas. What are these "five domains" in which I'm supposed to be competent? Where did they come from?

A. AECT (Association of Educational Communications and Technology), one of the major organizations in the field of Instructional Technology, has defined a framework of five domains (design, development, utilization, management and evaluation) which describe much of the work which is done in the ITED programs and professional experiences. Here are a few examples. Your major project in one class was in instructional design (design domain). But within that project, you also had to learn skills and demonstrate competency in formative evaluation techniques (evaluation domain). If you constructed and presented a PowerPoint presentation to teach a lesson in another class, you showed skill in the design, development, and utilization domains. A description of your participation in a group project might show skill in the management domain. These are just a few examples. Examine the work you are doing/have done in light of this framework.

Q. Where do I find out more about the five domains of instructional technology?

A. The "Domains Document" is available for your use on the IT Resources page of the department website. It is a summary of information contained within *Instructional Technology: The Definition and Domains of the Field* by Barbara B. Seels and Rita C. Richey. You may also want to visit the AECT website to check AECT program standards.

### Final Portfolio Criteria Checklist

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| Portfolio required materials: <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Professional Goals Statement</li> <li>• Current Resume</li> <li>• Captioned Artifacts (5 total; each exemplifying competency in a different domain)</li> <li>• Designation/Rationale of "Best Work"</li> <li>• Reflective Final Paper</li> </ul> | <b>Evaluators' Consensus Judgment</b>  |
| I. Portfolio includes five captioned artifacts, each of which demonstrates a different domain and its pertinent subdomains. Caption includes clear rationale for inclusion in relation to designated domain.  | <input type="checkbox"/> Fail / Repeat<br><input type="checkbox"/> Pass  |
| II. Portfolio is logical, expressive, and constructed to facilitate review, including features specific to electronic portfolios. Includes artifact designated as 'best work' with rationale for choice in caption.   | <input type="checkbox"/> Fail / Repeat<br><input type="checkbox"/> Pass  |
| III. Writing is at professional level, including correct grammar, spelling, mechanics, and proper copyright and citation compliance. Demonstrates thoughtful, in-depth reflection on processes and products.  | <input type="checkbox"/> Fail / Repeat<br><input type="checkbox"/> Pass  |
| <b>Overall Portfolio Quality</b><br><br>Evaluator Initials _____ Date _____                      Evaluator Initials _____ Date _____<br>_____<br><br>Evaluator Initials ( third reviewer if necessary) _____ Date _____   | <input type="checkbox"/> Fail / Repeat<br><input type="checkbox"/> Pass<br><br><input type="checkbox"/> Distinction (qualitative judgment noted by at least one evaluator) |
| Portfolio Coordinator _____ Date _____  |  |