EXPLANATION OF THE PORTFOLIO PROCESS

Cohorts

There are two types of cohorts. Both have the same core course requirements but their course sequences are different.

Weekend Cohorts – Weekend Cohorts begin at various times of the year. For purposes of this illustration, a fall start is used.

- Fall Semester – 2 courses
- Spring Semester – 2 courses
- Summer Semester – 2 courses
- Fall Semester – 2 courses
- Spring Semester – Portfolio Presentation

Summer Only – On-Line Cohorts (SO/OL) - SO/OL Cohorts always begin during the summer semester.

- Summer Semester – 3 courses
- Fall – 1 Blended/On-Line course
- Spring – 1 Blended/On-Line course
- Summer Semester – 3 courses
- Fall Semester – Portfolio Presentation

Courses – All cohorts take the following eight courses: Current Issues in Education, Advanced Educational Computing, School Curriculum, Learning Theory, Educational Tests and Measurements, Classroom Discipline, Educational Leadership, Methods of Research, 6 elective credits and the portfolio requirement.

The Applied Masters Portfolio

The Applied Masters Portfolio (AMP) provides an opportunity for the graduate student to showcase evidence of learning outcomes for each course addressed in the Master in Education program. Graduate students will construct an AMP that demonstrates clear, consistent and convincing evidence that he/she has successfully achieved the learning outcomes. Furthermore, the AMP allows the graduate student to demonstrate how his/her classroom or school has been impacted by these learning outcomes.

NOTE WELL - Regardless of the course content or course assignments the graduate student is responsible for evidencing the stated learning outcomes for each course as defined on pages 10 through 16. In order to do so, the graduate student may need to provide material in addition to or in more detail than assigned by the course instructor.

AMP Construction

A. A three ring binder, CD-Rom or Disk format should be used to organize the portfolio.

B. The portfolio should be indexed by the title of core courses.

C. Each index for the core course should also contain a sub-index by learning outcomes.

I.E, For each course...(Current Issues In Education as an example)

- Page 1 – Current Issues in Education Title Page complete with an index tab.
- Page 2 – Table of Contents: List of Learning Outcomes from pages 10 to 16.
- Page 3 – First Learning Outcome complete with an index tab.
- Page ? – Second Learning Outcome complete with an index tab.
- Page ? – Third Learning Outcome complete with an index tab.
- CONTINUE

D. The graduate student's name, address, phone number and email should be on the front cover.

E. APA style and format are required for major projects.

AMP Credit – Graduate students are awarded one (1) credit upon the successful construction, presentation and reading of the portfolio.

AMP Grading

A grade of P (Pass/Satisfactory) is placed on the graduate student's transcript once the portfolio process is complete – See Evaluation of the Applied Master's Portfolio on page 17.

AMP Presentation

A personal portfolio presentation will be scheduled with the Portfolio Advisor. The graduate student will bring his/her completed portfolio to the presentation. The format for the portfolio presentation will be centered on the Five Focusing Questions as found on page 4.

Close to the end of the graduate student's core course sequence, students will receive information regarding graduation dates, portfolio submission timelines, presentation options, and appropriate contact information.

Portfolios will be returned to the student shortly after the presentation.

Portfolio Advisor Each outreach cohort will be assigned a portfolio advisor.

The portfolio advisor will:

- Contact students throughout the program with advisements regarding portfolio construction
- Be available for individual consultation on the portfolio
- Schedule meetings for students who need personal assistance on the portfolio construction
- Schedule and conduct portfolio presentations at the conclusion of the cohort's eight core courses

Graduate students assigned to the Erie Cohorts may take advantage of portfolio advisement by contacting Dr. Grandinetti or Professor Cook anytime during their M.Ed. program.

CONTACTS and WEB SITE

Dr. Francis Grandinetti – M.Ed. Director
1-800-GANNONU ask the operator for extension 7533
grandine002@gannon.edu

Dr. Kathleen Kingston – Pathways Director
1-800-GANNONU ask the operator for extension 5626
Kingston002@gannon.edu

Mrs. Eileen Jolls – Graduate Secretary
1-800-GANNONU ask the operator for extension 7242
jolls001@gannon.edu

Gannon Portal – www.gannon.edu
Insert: *Username and Password* to access grades, email and ANGEL.

Graduate Website – www.gannon.edu
Click-on: *Current Students, Department Webpages, Education Department, Graduate Option* to access schedules, policies, transcripts, course transfers, professor's contact information, transcripts etc.

Informational Technology Help Desk
1-814-871-7501

PORTFOLIO LEARNING OUTCOMES

CURRENT ISSUES IN EDUCATION

1. The graduate student will complete a Personal/Professional mission statement.

   A good mission statement accurately explains why the graduate student is an educator. The mission statement offers the graduate student's present and future goals. It articulates the graduate student's essential nature, values and the work planned to be accomplished with students. Keeping the statement brief is important because it becomes the graduate student's guiding purpose. The Department of Education's Local Self Study-Getting Results suggests the following questions: What do we do now? Who do we do it for? What is the benefit?

2. The graduate student will complete a Resume.

3. The graduate student will review five current educational literature articles from journals, periodicals, books, video presentations, Internet sites etc. One of the five articles must review the No Child Left Behind Act. The reviews MUST contain the graduate student's opinion on the advantages or disadvantages of the material presented in the respective articles. The reviews will also provide the implications for the graduate student's pedagogy.

4. The graduate student will complete a paper or project on Teacher as Change Agent as defined in Teacher as Change Agent on page 6.

   If the graduate student plans on being a change agent then he/she also must change. Change carries the responsibility to see the change through. Change requires the change agent to become an efficient practitioner who then influences, models and leads educational initiatives. The evidence for this standard should demonstrate the graduate student's understanding of the Teacher as Change Agent concept. How will the graduate student's change influence the class, school, district or occupational entity? The graduate student will consult some of the recent literature on the subject of "change."

5. The graduate student will complete a Self Assessment Document. (See pg. 17)

   Candidates in the Pathways Programs are required to complete their learning activities and assignments specific to the certification guidelines. Contact Dr. Kingston for advisement.

ADVANCED EDUCATIONAL COMPUTING (Alignment with NETS-T)

1. The graduate student will critique at least five online resources to determine their accuracy and usability.

   The evidence should include the graduate student's evaluation of the resources.

2. The graduate student will complete a mission statement that demonstrates technology's impact on the graduate student's pedagogy. If a mission statement was completed in the Current Issues course, it may be revised. If the Current Issues course was not taken, the graduate student will write a mission statement that defines technology's impact on his/her pedagogy and/or instructional style.

   Teachers demonstrate a sound understanding of technology operations and concepts.

3. The graduate student will research, evaluate, and demonstrate an understanding of emerging technologies and how they can be used to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

   Teachers plan and design effective learning environments and experiences supported by technology.

4. The graduate student will demonstrate an understanding of legal and ethical practices related to technology use.

   Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice.

5. The graduate student will research, evaluate and evidence two lesson designs that integrate technology.

   Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.

6. The graduate student will evidence an evaluation process in the selection and use of technology.

   Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

7. The graduate student will complete a Self Assessment Document. (See pg. 17)

Candidates in the Principal Certification Program will take Technology Applications for Administrators in lieu of Advanced Educational Computing.

EDUCATIONAL RESEARCH METHODS

1. The graduate student will complete a paper that demonstrates an understanding of the differences between traditional and action research.

2. The graduate student will analyze an action research or a traditional research article published in the current year and judge the quality of the research (Traditional or Action Research) presented in the article.

3. The graduate student will complete an action research project focused on issues of curriculum, instruction or assessment that includes a statement of the problem, the pre data defined, review of the literature, the hypothesis, an action plan, the post data defined, and conclusion. The action research project will demonstrate planning and implementation of an action research process that brings about effective educational change that renews the classroom, school, district and/or organization. The research project will display quantitative and qualitative research approaches and valid evaluative criteria. The research project will demonstrate a methodology that follows standard research protocols including APA and Gannon's Institutional Review Board. The research project may be presented on PowerPoint but a written action research document will be required as evidence for the portfolio.

   The standard listed above meets three criteria as defined in the Department of Education's, Pennsylvania Inspired Leadership Program focusing on the Three Core Standards of Personal Leadership and Assessment.

   The paper or project is aligned to the school district's vision for student learning that drives school improvement efforts

   The paper or project is aligned with the school district's mission, vision, and shared values (DOE eStrategic Planning Process)

   The paper or project includes clearly defined standards based action plan leading to higher student achievement.

   The paper or project demonstrates monitoring through data that will lead to informed decisions at the school or district level.

   The paper or project demonstrates analyzing data sets (demographics, perceptions, student learning, and school processes) for comprehensive and school wide improvement through informed decisions.

4. The graduate student will complete a Self Assessment Document. (See pg. 17)

   Candidates in the Pathways Programs are required to complete their learning activities and assignments specific to the certification guidelines. Contact Dr. Kingston for advisement.

EDUCATIONAL LEADERSHIP

1. The graduate student will complete a paper or project, with at least five citations, comparing the theories of three prominent experts in leadership practice.

2. The graduate student will complete a paper or project reflecting on the graduate student's personal leadership skills, emphasizing strengths, needs for improvement and a plan to incorporate the improvement into the graduate student's practice.

3. The graduate student will complete a paper or project demonstrating an understanding of the responsibilities of a school leader.

4. The graduate student will complete a paper or project demonstrating the graduate student's understanding of teacher/educator leadership capacity: (1) utilizing evidence and data in decision making by recognizing an opportunity and taking initiative, (2) mobilizing colleagues around a common purpose, (3) marshaling resources, (4) taking action, (5) monitoring progress (6) adjusting the approach as conditions change, (7) sustaining the commitment of others, (8) anticipating negativity, and (9) contributing to a learning organization.

   The standard listed above meets three criteria as defined in the Department of Education's, Pennsylvania Inspired Leadership Program focusing on the Three Core Standards of Personal Leadership and Assessment.

   The paper or project is aligned to the school district's vision for student learning that drives school improvement efforts

   The paper or project is aligned with the school district's mission, vision, and shared values (DOE e-Strategic Planning Process)

   The paper or project includes a clearly defined standards based plan leading to higher student achievement.

   The paper or project demonstrates monitoring through data that will lead to informed decisions at the school or district level.

   The paper or project demonstrates analyzing data sets (demographics, perceptions, student learning, and school processes) for comprehensive and school wide improvement through informed decisions

5. The graduate student will complete a Self Assessment Document. (See pg. 17)

Candidates in the Pathways Programs are required to complete their learning activities and assignments specific to the certification guidelines. Contact Dr. Kingston for advisement.

LEARNING THEORY

1. The graduate student will complete a personal philosophy of teaching and learning.

   The graduate student's personal philosophy should be directly aligned with the Personal/Professional mission statement completed in the Current Issues coursework. Here again, keeping this statement brief is important because this philosophy becomes a reference point for planning instruction, professional development focus, professional dialogue and for collaboration opportunities.

2. The graduate student will utilize selected articles, sections of books, journals, periodicals, video presentations, Internet sites, etc. and complete a Review of the Literature that will include a summary of the ideas contained in selected learning theory information. The graduate student will include a reflection on the strengths and weaknesses of the information and an opinion on the application of the information to the classroom environment.(See pg. 17)

3. The graduate student will complete a synthesis paper focused on the conceptualization and design of a lesson that is based on a progressive learning theory or a combination of learning theories. This synthesis will include a summary of the theory, a personal reflection, a literature review, advantages and disadvantages of the theory in practice, and how research results can be applied to teaching practices. The synthesis will include a one-session lesson that demonstrates application of the learning theory to classroom procedures; and will include the following components: Curriculum Areas to be addressed, PA standards, Overview of the Lesson, Learning Outcomes, Materials, Procedures, and Assessments.

4. The graduate student will complete a Self Assessment Document. (See pg. 17)

   Candidates in the Pathways Programs are required to complete their learning activities and assignments specific to the certification guidelines. Contact Dr. Kingston for advisement.

CLASSROOM DISCIPLINE

1. The graduate student will utilize selected articles and or sections of books, and complete a Review of the Literature on classroom discipline models and theories that will include a summary of the ideas contained in the selected articles and passages. The graduate student will include a reflection on the strengths and weaknesses of the model(s) and/or theory(ies) reviewed and an opinion on the application of the information to the classroom environment. The graduate student will seek an adoption of a discipline model that is both consistent with his or her philosophical views on how other people (including children) should be treated and a model that best reflects our country's democratic principles. (See pg. 17)

2. The graduate student will complete a paper or project analyzing a current disciplinary model.

   This paper or project should thoroughly define the selected disciplinary model. Advantage and disadvantages should be offered. Application to the classroom should be provided. Personal adoption of the model should be considered and the pros and cons of the use of the model in a classroom setting should be offered. The graduate student will deliver a pedagogically sound, oral defense of the discipline model that he/she would like to use in his/her classroom and, if possible, see used school wide.

3. The graduate student will complete a Self Assessment Document. (See pg. 17)

   Candidates in the Pathways Programs are required to complete their learning activities and assignments specific to the certification guidelines. Contact Dr. Kingston for advisement.

SCHOOL CURRICULUM

1. The graduate student will develop a classroom, school, or district curriculum map(s) for one content area for a school year or the duration of the school district course. The map will include essential questions, curriculum content, skills, classroom assessments, and the relationship of the content to state assessment anchors and state standards.

2. The graduate student will complete a Review of the Literature demonstrating an understanding of the relationship between curriculum, instruction and assessment. (See pg. 17)

3. The graduate student will complete a paper or project demonstrating the development of a curriculum cycle that ensures the maintenance of updated curricula.

4. The graduate student will complete a paper or project demonstrating the candidate's development of a set of research-based criteria to be used by a school committee to evaluate curriculum resources as they related to district curriculum, state standards and state assessments.

5. The graduate student will complete a Self Assessment Document. (see pg. 17)

   Candidates in the Pathways Programs are required to complete their learning activities and assignments specific to the certification guidelines. Contact Dr. Kingston for advisement.

EDUCATIONAL TESTS AND MEASUREMENTS

1. The graduate student will complete a paper or project demonstrating an understanding of the terms used in student assessment and educational statistics theory and practice.

   A glossary of assessment terms is appropriate for this learning outcome but also must be accompanied by the graduate student's reflection on the application of some of the terms within the classroom environment, parent conferences, student assessment, standardized testing review etc.

2. The graduate student will complete a paper or project demonstrating an understanding of appropriate student assessment theories and classroom-based assessment tasks.

3. The graduate student will complete a Review of the Literature demonstrating an appraisal of the graduate student's current classroom assessment procedures (Learning New Content, Visual Representations, Written Mode, Oral Presentations, Large Scale Projects and Performances etc.) including an evaluation and recommendation for change. (See pg. 17)

4. The graduate student will complete a Self Assessment Document. (See pg. 17)

Candidates in the Pathways Programs are required to complete their learning activities and assignments specific to the certification guidelines. Contact Dr. Kingston for advisement.

PORTFOLIO PROJECT

PROJECT NOTE – The Applied Masters Portfolio constitutes the organized inclusion of required course learning outcomes. The Applied Masters Portfolio provides an opportunity for the student to present a well-organized, comprehensive documentation of authentic achievement based upon continuing review, reflection, and refinement of selected products which have been developed and evaluated throughout the M.Ed. program.

DEFINITION OF TERMS

Self Assessment Document – This learning outcome provides a reflection of how the graduate student responded to the course of instruction and how the course affected his/her development, growth, and pedagogy.

Examples of a reflective statement would include:

- Gained new knowledge
- Affirmed previous knowledge and beliefs
- Inspired an idea for a project
- Contributed to refining a project
- Led to a change in teaching strategies and pedagogical style
- Led to trying new initiatives with students

Other formats for the self assessment document can be found on page 4, Five Focusing Questions and National Board Standards. The graduate student may also develop his/her own personal format or combine various statements from the formats. Finally, it is possible that the course instructor may suggest a specific format for this exercise.

Review of the Literature – Provides a review of the topic by providing:

- A detailed description of the topic including the research that has already been conducted.
- Citation and summarization of at least five authoritative sources on the topic.
- The graduate student's reflections, thinking, deliberations and opinions on the topic.
- Sources referenced by APA in text citations and appropriate bibliography.

Approved Text – Instructor's Choice – Instructor will choose one or more texts from the approved list.

EVALUATION OF THE APPLIED MASTER'S PORTFOLIO

Passing (P) –

1. Evidence is provided that demonstrates the graduate student's thorough and detailed understanding of the learning outcomes. *(Understands the learning outcomes)*
2. Exhibits in the portfolio are detailed and specifically related to educational pedagogy. *(Understands how the learning outcome relate to the educational process)*
3. Exhibits provide outstanding evidence that the graduate student has internalized the outcomes and expectations. *(Understands how the learning outcome can be personally applied)*
4. Reflections are thorough and detailed and evidence substantial thought in relating the topic to practical applications.
5. The graduate student demonstrates effective writing and grammatical skills.
6. The graduate student correctly uses APA style and format.

APPROVED TEXTS

Current Issues in Education

Schultz, F. (2008). *Annual editions: Education* (35th edition). Dubuque, IA: McGraw-Hill/Dushkin.

Advanced Educational Computing

Shelly, G., Cashman, T., Gunter, G., & Gunter, R. (2008). *Teachers discovering computers: Integrating technology and digital media in the classroom* (5th edition). Boston, MA: Thompson Course Technology.

School Curriculum (Instructor's Choice)

Gross, S. (1998). *Staying centered: Curriculum leadership in a turbulent era.* Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, H. H. (2004). *Getting results with curriculum mapping.* Alexandria, VA: Association for Supervision and Curriculum Development.

Jacobs, H.H. (1997). *Mapping the big picture.* Alexandria, VA: Association for Supervision and Curriculum Development.

Learning Theory (Instructor's Choice)

Brandt, R. (1998). *Powerful learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, C. (2007). *Enhancing professional practice: A framework for learning* (2nd Edition). Alexandria, VA: Association for Supervision and Curriculum Development.

Erlauer, L. (2003). *The brain-compatible classroom: Using what we know about learning to improve teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J., & Pollock, J. (2001*). Classroom instruction that works.* Alexandria, VA: Association for Supervision and Curriculum Development.

Sprenger, M. (1999). *Learning and memory: The brain in action.* Alexandria, VA: Association for Supervision and Curriculum Development.

Educational Tests and Measurment (Instructor's Choice)

Lewin, B., & Shoemaker, B. J. (1998). *Great performances: Creating classroom based assessment tasks.* Alexandria, VA: Association for Supervision and Curriculum Development.

O'Connor, K. (2002) *How to grade for learning: Linking grades to standards.* (2nd edition). Glenview, IL: Pearson Education, Inc.

Popham, W. J. (2006). *Assessment for educational leaders.* Boston, MA: Pearson Education, Inc.

Popham, W. J. (2003). *What every teacher should know about educational assessment.* Boston, MA: Pearson Education, Inc.

Schmoker, M. (1999). *Results: The key to continuous school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Classroom Discipline

Tauber, R T. (2007). *Classroom management: Sound theory and effective practice* (4th Edition). Westport, CT: Praeger.

Educational Leadership

Cottrell, D. (2002). *Monday morning leadership.* Dallas, TX: Cornerstone Leadership Institute.

Glanz, J. (2002). *Finding your leadership style.* Alexandria, VA: Association for Supervision and Curriculum Development.

Lambert, L. (1998). *Building leadership capacity in schools.* Alexandria, VA: Association for Supervision and Curriculum Development.

Lambert, L. (2003). *Leadership capacity for lasting school improvement,* Alexandria, VA: Association for Supervision and Curriculum Development.

Methods of Research (Instructor's Choice)

Sagor, R. (2000). *Guiding school improvement with action research.* Alexandria,VA: Association for Supervision and School Improvement.

Schmuck, R. (2006). *Practical action research for change* (2nd Edition). Arlington,VA: Corwin Press.