

## Master of Education Curriculum and Instruction (M.E.D.C.I.)



### **EDCI 599: E-Portfolio Requirements**

**Overall EDCI 599: E-Portfolio Requirements** Candidates admitted to the Master of Education Curriculum and Instruction (M.E.D.C.I.) program during Fall Quarter 2008 or thereafter are required to successfully complete an electronic portfolio (e-portfolio) and submit it for evaluation via the *TaskStream* web-based toolset and assessment system prior to program completion. The e-portfolio is to consist of six (6) to eight (8) different and appropriate artifacts with accompanying information and considered reflections provided via a template (see 'E-Portfolio Artifact Template' on page 4). In addition, an overall program reflection (see 'Program Reflection' on page 2) and a diverse field experiences template (see 'Diverse Field Experiences Requirements' on page 2 and 'Diverse Field Experiences Table' on page 3) are to be completed.

The e-portfolio must be submitted no later than 11:59 P.M. of the Friday of the fourth full calendar week of the quarter of expected graduation, but may be submitted by 11:59 P.M. of the Friday of the fourth full calendar week of the quarter immediately prior to the quarter of expected graduation. The standard due date has no regard for any holidays or quarter breaks which may or may not be evident in any given quarter. The specific due date for any given quarter is publicized in the College of Education and via TaskStream near the beginning of that quarter and it is the candidate's responsibility to ascertain and adhere to that date. Only one e-portfolio submission is permitted per quarter; subsequent submissions must be made in a subsequent quarter.

During the quarter of the e-portfolio submission, the candidate must be enrolled in EDCI 599: E-Portfolio. (NOTE: Candidates enrolled in the M.E.D.C.I. program prior to Fall Quarter 2008 have the option of either completing a comprehensive examination or the e-portfolio (only one option may be selected and may not thereafter be changed). The e-portfolio must provide evidence that the candidate has successfully addressed all identified program outcomes and all NBPTS standards. Each artifact is to be an electronic version (MS Word, Powerpoint, Excel, rtf, or pdf format) of a project or assignment completed as part of the assessment of a M.E.D.C.I. program course – in most cases this would be the course signature piece or major project, but may be some other form of assignment completed as part of M.E.D.C.I. degree program.

**Artifact Requirements** No more than two (2) artifacts may originate with any one program course. Each artifact is to be accompanied by the following (also see the 'E-Portfolio Artifact Template', page 4):

1. *Artifact Identification and Project Type* - the point in the program the project or assignment was completed by the candidate (i.e., course number and title, quarter completed, and instructor name) as well as the type of artifact (e.g., classroom management plan, case study, field-based project);
2. *Program Outcomes and Professional Standards* - the specific M.E.D.C.I. program outcomes (e.g., V A; VII A, B) and NBPTS standards or core propositions (e.g., 1, 3) addressed via the artifact; **NOTE:** Candidates are advised not to make indiscriminate alignments between the artifacts and the standards and program outcomes, but to make careful, appropriate alignment selections.
3. *Assigned Grade* - the assignment or project grade assigned by the course instructor (reported grades are subject to verification); and
4. *Artifact Reflection* - a brief reflection (minimum 80-100 words) on how the project represented by the artifact enabled the candidate to further develop his/her professional content knowledge, skills (applications within discipline), and dispositions (professional attitudes and behavior).

**E-Portfolio Assessment** Since the individual portfolio artifacts will have already been evaluated by course instructors, the e-portfolio is assessed in terms of the extent to which it demonstrates that the candidate has sufficiently addressed the M.E.D.C.I. program outcomes and the NBPTS standards and that he or she has acquired the desirable professional knowledge, skills, and dispositions (see 'Advanced E-Portfolio Scoring Rubric' beginning on page 5).

**Program Reflection** In addition to the reflections for each of the submitted artifacts, the candidate must provide an overall *program reflection* on his or her program of study by discussing the manner and extent to which the program has facilitated his or her professional growth (minimum 400-500 words). The candidate is encouraged to make direct references to program courses, activities, and assessments and, where appropriate, to make specific reference to the M.E.D.C.I. program outcomes and NBPTS standards as well as to diverse field experiences (see 'Initial E-Portfolio Scoring Rubric', beginning on page 5).

**Diverse Field Experiences Requirements:** A diverse field experiences template (page 3) must be completed and submitted as part of the e-portfolio. Candidates completing the *Master of Education Curriculum and Instruction (M.E.D.C.I.)* program should demonstrate that they have had field experiences:

1. in both subcategories of all the first three major categories of schools (i.e., Categories A, B, and C of template);
2. in at least three different grade levels (i.e., Category D of template)
3. with at least one English Language Learner (ELL) student (i.e., Category E of template), and
4. with at least one student with a disability (i.e., Category F of template).

## Diversity of Field Experiences Table - M.E.D.C.I. Program

Candidate Name: \_\_\_\_\_

**Directions:** Use this template to record the diversity of your field experiences. Follow instructions at top of columns and include all required information.

<b>School Diversity Categories</b> (Do <u>not</u> alter content of this column.)	<b>Requirement</b> (Do <u>not</u> alter content of this column.)	<b>Your Field Experience</b> (Remove examples below and insert information about your field experiences. Use examples format.)
<b>A. Socio-Economic Status</b> <b>A.1</b> >67% free/reduced lunch <b>A.2</b> ≤ 67% free/reduced lunch	Identify experiences in <u>both</u> subcategories; note Tech courses/instructors & schools	<b>A.1:</b> EDCI 567/Dr. Jones; Sunflower Elem. <b>A.2:</b> EDCI 565/Dr. Welch; Lakeshore Elem.
<b>B. Race/Ethnicity</b> <b>B.1</b> > 50% minority <b>B.2</b> ≤ 50% minority	Identify experiences in <u>both</u> subcategories; note Tech courses/instructors & schools	<b>B.1:</b> EDCI 546/Dr. West; Summer All-Grade <b>B.2:</b> EDCI 570/Dr. Clare; Gibson Primary
<b>C. School Size</b> <b>C.1</b> enrollment > 400 <b>C.2</b> enrollment ≤ 400	Identify experiences in <u>both</u> subcategories; note Tech courses/instructors & schools	<b>C.1</b> EDCI 567/Dr. Jones; Sunflower Elem. <b>C.2:</b> EDCI 570/Dr. Clare; Gibson Primary
<b>D. Grade Levels</b> (minimum 3 different levels required)	Identify 3 different grades as well as Tech course/instructors and school/s	<b>1.</b> 1 <sup>st</sup> Grade: EDCI 546/Dr. West; Summer All-Grade <b>2.</b> 2 <sup>nd</sup> Grade: EDCI 565/Dr. Welch; Lakeshore Elem. <b>3.</b> 3 <sup>rd</sup> Grade: EDCI 567/Dr. Jones; Sunflower Elem.
<b>E. English Language Learners</b> (experience required with at least one ELL student)	Identify Tech course/instructor, school, and grade levels involved	<b>1.</b> EDCI 559/Dr. Ortiz; Centerville Elem., 3 <sup>rd</sup> grade <b>2.</b> EDCI 565/Dr. Welch; Lakeshore Elem., 2 <sup>nd</sup> Grade
<b>F. Students with Disabilities</b> (experience required with at least one student with disability)	Identify Tech course/instructor, school, grade level, and student disability involved	<b>1.</b> EDCI 559/Dr. Ortiz; Centerville Elem., 3 <sup>rd</sup> grade, hearing impairment

**E-Portfolio Artifact Template** Artifact information is to be provided using the template below.

NOTE: No more than two (2) artifacts may originate with any one program course.  
The example below is intended for illustration purposes only.

Artifact Number	Project Identification	Project Type	Program Outcomes and Professional Standards	Project Grade*	Artifact Attached**	Artifact Reflection***
1	EDCI XYZZ: Assessment of Students & Programs; Fall 2010; Instructor, R. Jones	Field-based assessment	<u>Program:</u> 2C, 2D  <u>NBPTS:</u> 3, 8	A; 32/35 pts.	Yes ✓  No	This project provided me an opportunity to enhance my assessment skills. Since it was a field-based project in an actual P-12 school, I was required to determine the appropriateness of the type of student assessment I was using and how it could impact the validity of student achievement data and future instructional adjustments. The experience raised my understanding of how various forms of assessment are necessary to determine different forms of learning and how inappropriate assessments can negatively impact student evaluations and provide invalid information.
2						
3						

NOTE:

All artifacts and assigned grades are subject to verification by evaluators.

An electronic copy of each artifact must be provided.

In addition to a reflection for each artifact, an overall program reflection must also be provided in the appropriate location in the e-portfolio.

**E-Portfolio Passing Grade** To receive a passing EDCI 599: E-Portfolio grade, the candidate must receive an overall minimum e-portfolio score of 80 out of a possible 100 points (80%); this may also be calculated as 14.4/18.0 points (80%) within the TaskStream assessment system (see 'Initial Program E-Portfolio Rubric').

**M.E.D.C.I. Program E-Portfolio Rubric** The following rubric is used to evaluate the M.E.D.C.I. EDCI 599: E-portfolio. It is also available within TaskStream.

### College of Education

#### Master of Education Curriculum and Instruction (M.E.D.C.I.)

#### EDCI 599: E-Portfolio Rubric

Rubric Element	Target	Acceptable	Unacceptable	Score
<b>Artifact Quantity</b> Target: 9-10 Acceptable: 7-8 Unacceptable: 0-6	The portfolio contains <b>eight</b> different and appropriate artifacts; all artifacts are of high quality and can be readily accessed	The portfolio contains <b>six or seven</b> different and appropriate artifacts; all artifacts are of high quality and can be readily accessed	The portfolio contains <b>five or fewer</b> different and appropriate artifacts; not all artifacts are of high quality and readily accessed	
<b>Artifact Identification and Grade</b> Target: 9-10 Acceptable: 7-8 Unacceptable: 0-6	<b>All</b> artifacts (i.e., 8/8, 7/7, 6/6) are fully identified (i.e., course number and title, quarter completed, and instructor name) and accurately described (i.e., type of artifact); the overall grade (e.g., A, 90/100 points, etc.) assigned by the instructor for each artifact is provided	<b>Almost all</b> artifacts (i.e., 7/8, 6/7 or 5/6) are fully identified and wholly described (i.e., course number and title, quarter completed, and instructor name) and accurately described (i.e., type of artifact); the overall grade (e.g., A, 90/100 points, etc.) assigned by the instructor for each artifact is provided	Only <b>some</b> (fewer than indicated in the 'Acceptable' column) or none of the artifacts are fully identified (i.e., course number and title, quarter completed, and instructor name), accurately described (i.e., type of artifact), or identify assigned grades	

Rubric Element	Target	Acceptable	Unacceptable	Score
<p><b>Program Outcomes and NBPTS Standards</b>            Target: 18-20            Acceptable: 14-17            Unacceptable: 0-13</p>	<p>All artifacts (i.e., 8/8, 7/7, 6/6) are appropriately aligned with both the identified program outcomes and with NBPTS standards; <b>all</b> program outcomes and NBPTS standards were satisfactorily addressed by artifacts in the e-portfolio (i.e., 100%)</p>	<p><b>Almost all</b> artifacts (i.e., 7/8, 6/7 or 5/6) are appropriately aligned with both the identified program outcomes and with NBPTS standards; <b>almost all</b> program outcomes and NBPTS standards were addressed in the e-portfolio (i.e., 80% or more)</p>	<p>Only <b>some</b> (fewer than indicated in the 'Acceptable' column) of the artifacts are appropriately aligned with both the identified program outcomes and with NBPTS standards; <b>not all</b> program outcomes and NBPTS standards were addressed in the e-portfolio (i.e., &lt; 80%)</p>	
<p><b>Diverse Field-Based Experiences</b>            Target: 18-20            Acceptable: 14-17            Unacceptable: 0-13</p>	<p>The portfolio demonstrates that the candidate has had sufficient field-based experiences in all <b>six</b> (6) categories; diversity template has been accurately completed</p>	<p>The portfolio demonstrates that the candidate has had sufficient field-based experiences in <b>five</b> (5) of the required categories ; diversity template has been accurately completed</p>	<p>The portfolio demonstrates that the candidate has had satisfactory field-based experiences in <b>four</b> (4) or fewer categories; diversity template has not been accurately completed</p>	
<p><b>Artifact Course-Based Reflections</b>            Target: 18-20            Acceptable: 14-17            Unacceptable: 0-13</p>	<p>All <b>eight</b> artifact reflections are well-formulated, thoughtful, directly address aspects of initial program professional knowledge, skills, and dispositions, and meet minimum length requirements (i.e., 80-100 words); does not contain any structural, grammatical, spelling, and punctuation errors</p>	<p><b>Almost all</b> artifact reflections (7/8, 6/7, or 5/6) are well-formulated, thoughtful, and directly address aspects of initial program professional knowledge, skills, and dispositions, and meet minimum length requirements (i.e., 80-100 words); contains few structural, grammatical, spelling, and punctuation errors</p>	<p>Only <b>some</b> (fewer than indicated in the 'Acceptable' column) of the artifacts are well-formulated, thoughtful, and directly address aspects of initial program professional knowledge, skills, and dispositions; not all reflections meet minimum length requirements ( 80-100 words); contains many structural, grammatical, spelling, or punctuation errors</p>	

Rubric Element	Target	Acceptable	Unacceptable	Score
<b>Program Reflection</b> Target: 18-20 Acceptable: 14-17 Unacceptable: 0-13	The program-based reflection is characterized by a <b>wholly comprehensive and coherent</b> assessment of the program and its related activities and experiences, especially with respect to the manner and extent to which it extended the candidate's professional knowledge, skills, and dispositions; the reflection exceeds minimum size requirements (i.e., 400-500+ words); contains very few structural, grammatical, spelling, and punctuation errors	The program-based reflection is characterized by a <b>largely comprehensive and coherent</b> assessment of the program and its related activities and experiences, especially with respect to the manner and extent to which it extended the candidate's professional knowledge, skills, and dispositions; the reflection meets minimum size requirements (i.e., 400-500 words); contains some structural, grammatical, spelling, and punctuation errors	The program-based reflection is characterized by a <b>lack of comprehensiveness and a largely incoherent</b> assessment of the program and its related activities and experiences, especially with respect to the manner and extent to which it extended the candidate's professional knowledge, skills, and dispositions; reflection does not meet minimum size requirements (i.e., < 400 words); contains many structural, grammatical, spelling, or punctuation errors	
<b>TOTAL POINTS</b>				<b>/100</b>