Portfolio Guidelines

Master’s Degree in Teaching, Learning and Leadership
Option in Reading/Literacy

Prepared by the Reading/Literacy Faculty

Oklahoma State University

Revised February 14, 2012
What is the Master’s Degree portfolio for Reading Certification?

This portfolio is a collection of artifacts from your coursework that demonstrates your understanding of literacy processes and practices developed as you engaged in the Master’s Degree in Teaching, Learning, and Leadership with a specialization in Reading/Literacy. Attached to each artifact should be an analytic reflection about the selected artifact that provides a rich and complex picture of you (the candidate) as a reading specialist. Your literacy portfolio should be created in an effort to assess, reflect upon, and plan for your growth as a literacy education professional. Successful completion of this portfolio satisfies the creative component requirement of your degree. It is important to approach the portfolio systematically and thoughtfully, beginning with your admission portfolio and building thoughtfully to your graduation portfolio. Read and study the 2010 IRA Standards for Reading Professionals carefully and reflect on the connections between your coursework and these standards as you move through your program. The instructional goal for this portfolio is for you to see the “big picture” of your learning and experiences throughout the program and demonstrate how your understanding of both the LEADS and IRA standards showcase your knowledge, skills, and dispositions of a reading professional.

Who is the audience?

Your advisor and other members of the reading/literacy faculty will review your portfolio. However, at any time, the Oklahoma Commission for Teacher Preparation (OCTP) can ask to review your portfolio. They will initiate this process through the OSU College of Education, and a request will be sent to you to submit your portfolio for review. This means you will need to have your portfolio available for at least 5 years after you graduate.

What are important dates to remember?

- The “Admission” portfolio will be due when you file your plan of study. Your advisor will read and evaluate this section of your portfolio.
- The “Graduation” portfolio will be presented to your advisor and another faculty member one month after your comprehensive examination.
- One week prior to the portfolio presentation, you need to upload your portfolio for your advisor and reviewers to preview. Send your advisor an email notifying him/her that the portfolio is ready for preview.
What is to be included?

The Admission Portfolio

- **Initial Goal Statement**
  A brief biographical statement that includes your teaching experience, your professional goals, and your reasons for pursuing this degree (around 2 pages).

- **Plan of Study (POS)**
  A copy of the POS approved by your advisor and submitted to the Graduate College.

- **Philosophy of Reading/Literacy Statement**
  1st version, written and submitted in the first semester of course work, ideally, or by with the original plan of study, at the latest.

The Graduation Portfolio

- **Initial Goal Statement**

- **Philosophy of Reading/Literacy Statements**
  - First Philosophy Statement - Written before the 17th credit hour
  - Second Philosophy Statement - Written in your last semester
  - Reflection: Reflect on the shifts you have made in your thinking

- **Documentation of Learning**
  Each of the six sections below should have an introductory reflection that addresses the significance of the standard, lists the artifacts included, and discusses how each artifact demonstrates your learning in that area (see the “Matrix of Professional Role by Standard” document on the IRA *Standards for Reading Professionals – Revised 2010* page) and the L.E.A.D.S. (http://www.okstate.edu/peu/leadsinfo.htm) principles. Each of the six sections/standards will also have 3-5 artifacts that demonstrate your knowledge and abilities in that area.

  1. **Foundational Knowledge**
     Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

  2. **Curriculum and Instruction**
     Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

  3. **Assessment and Evaluation**
     Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Diversity
Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

5. Literate Environment
Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

6. Professional Learning and Leadership
Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility. (International Reading Association, 2010)

- Portfolio Assessment
  The scored rubric, completed by your faculty advisor, which serves as a summative evaluation of the portfolio.

The Standards for Reading Professionals-Revised 2010 document may be downloaded from the International Reading Association web site (http://www.reading.org/General/CurrentResearch/Standards/ProfessionalStandards2010.aspx). On the IRA website, please pay particular attention to criteria for “Reading Specialist/Literacy Coach” under “Role Descriptions, Elements, and Evidence that Demonstrates Competence” when selecting artifacts and reflecting on your knowledge and abilities. A link to the IRA Standards for Reading Professionals-Revised 2010 has been provided on the program option web page. You can reach the TLL Reading/Literacy program website by going to the OSU College of Education, clicking on Graduate Studies, and then following the links to M.S. Degree Programs. (http://education.okstate.edu/index.php/academic-units/stcl/readingleteracy-education)

In addition, your artifacts should show your knowledge and abilities relative to the OSU College of Education’s L.E.A.D.S. document (http://www.okstate.edu/peu/leadsinfo.htm) which outlines core values that guide instruction and learning in our college.

How do I select my artifacts?

Artifacts should be selected from work completed as part of your program of study toward your Masters degree in Teaching, Learning, and Leadership. You should collect artifacts that clearly demonstrate your mastery of each of the elements for each standard at the Reading Specialist level. You can only use an artifact one time in the portfolio, even though an artifact may relate to multiple elements/standards. In your reflection, be sure to make clear connections between your artifact and the standard you are addressing. Inclusion of artifacts with assignment rubrics (which likely include IRA Standards) and instructor comments is encouraged.
What kind of reflection is needed?

The reflection statement introducing each IRA Standard/section should explain the standard, link the standard with relevant LEADS principles, and note how artifacts demonstrate your knowledge and abilities at the reading specialist level. Rethink your understanding of each of these areas and analyze the information you learned in your various classes to inform your reflection. It is in this reflection aspect of the entry that your deeper understandings of literacy should be clearly demonstrated. Asking yourself the following questions may help you to write a strong reflection: What would an accomplished reading teacher need to know and be able to do with respect to a specific standard? How might an accomplished teacher demonstrate proficiency with respect to this standard? How could such a teacher prove that s/he was meeting this standard? Do the section and the reflection, taken as a whole, accurately represent my teaching? Are there important aspects of my teaching the entry does not capture? Should I select student work samples to better illustrate my understanding of the standard?

Reflections and artifacts should include your understanding of description, analysis, and reflection. Description is often a retelling of what happened in a teaching or learning situation. This type of writing sets the scene for the reader of the portfolio. Your description should be logically ordered and detailed so that the reader understands to which standards you are linking. Analysis deals with reasons, motives, and interpretations and is grounded in concrete evidence provided by the artifacts in the portfolio. Analytical writing indicates the thought processes that you used to arrive at the conclusions you made regarding the artifact. Analysis also demonstrates the significance of the evidence you submit. Reflection is a thought process after a teaching or learning situation. This is the thinking that allows you to make decisions about how you would approach similar situations in the future. You could decide to do something the same way, differently, or not at all. Although reflective thought may occur in many places, the “Reflection” section of your portfolio is where you must show how you will use what you learned from program courses and experiences to inform and improve your practice in the future.

How do I organize the portfolio?

Electronic LiveText Portfolio: You are required to purchase a subscription to LiveText (www.livetext.com), an electronic portfolio management system that is used to organize and store your portfolio. The portfolio will be organized according to the IRA standards, using outline described above under “The Graduation Portfolio.” This outline will also be the template for the electronic portfolio in LiveText. The subscription is approximately $100 for a five-year access to LiveText.

OSU’s College of Education Portfolio Specialist, Jon Thomas, can assist you with any questions about LiveText and the electronic portfolio. (jon.thomas@okstate.edu or 405-744-2247).

Complete all writing in 12-point font with one-inch margins using a clear and simple font such as Arial or Times Roman. Remember that this is a professional portfolio and the writing style and presentation should be polished and scholarly.
How will I present my portfolio?

After you have completed your portfolio you will present it to at least two members of the literacy faculty. Other candidates graduating that semester will be presenting during the same session. This presentation will occur **one month** after **comprehensive exams**.

During your portfolio presentation, you will project your electronic portfolio via digital overhead or interactive whiteboard, displaying each item as you discuss it with the review committee. You will discuss your philosophy with the reviewers and reflect on your growth. Be prepared to not only discuss your philosophy, but to support it with literacy theory. Next, you will discuss each of the six standards, discuss your reflections, and share your artifacts in each of the categories. The presentations typically last about 45 minutes.

How will my portfolio be evaluated?

You will be evaluated on the critical insights and depth of understanding demonstrated by your philosophy statements and reflections, your mastery of IRA Standards, and the professional quality of your written and oral communication.

We will use a four point rubric, based on the following ratings, to score the philosophy statements and reflection and each of the six IRA standards sections:

- **Exceptional**: demonstrates critical thought; demonstrates depth of understanding; demonstrates thoughtful and referenced reflection; shows clear and comprehensive connections to standards; shows individual’s personality; highly professional in both oral and written presentation.

- **Thorough**: well organized and complete; clearly presented; demonstrates clear understandings; demonstrates thoughtful reflection; shows connections to standards.

- **Adequate**: meets minimum requirements; includes general information but lacks elaboration, lacks originality, demonstrates surface level reflection, shows some connections to standards

- **Inadequate**: missing evidence or information or artifacts, sloppy and poorly organized, no connections to standards, demonstrates only surface understandings; little or no reflection in response, it is simply a retelling.

What happens if my portfolio is rated as inadequate?

If your portfolio is rated as inadequate, you can revise it one time, submitting your revision by the end of the semester in which you first presented or during the next semester. We will not review reworked portfolios beyond this time frame. If you fail to resubmit an adequate portfolio within the time indicated, we will not recommend you for certification as a reading specialist.
OKLAHOMA STATE UNIVERSITY
COLLEGE OF EDUCATION

PROFESSIONAL PORTFOLIO

Prepared by
NAME OF CANDIDATE

In partial fulfillment of the Reading Specialist Certification Requirements
And as the Creative Component in the Masters Degree

Semester, Year