

M.Ed. ADVANCED COMPETENCY PORTFOLIO GUIDELINES AND REQUIREMENTS

The portfolio requirement for the Advanced Master of Education Degree in Curriculum and Instruction provides a structure for the assessment of a teacher's learning during the completion of the degree program. Although development of the portfolio is an ongoing process throughout the program, it serves as a culminating product of learning. Beyond a compilation of course work, development of the portfolio is a reflective, iterative, and analytical process that helps candidates focus on their professional development and growth while pursuing the Master of Education in Curriculum and Instruction and Advanced Licensure in a teaching field or licensure area.

At the beginning of the M.Ed. degree program, students are assigned an Advisor from the Curriculum and Instruction faculty in order to help guide them through the portfolio development process. The Advisor serves as the Chair of the Portfolio committee, which consists of one additional faculty member and a Master Practitioner (Principal, OSTE, or National Board Certified Teacher) from the schools selected by the candidate. At the end of the degree program, the candidate enrolls in CUI 656 (Teacher as Leader), CUI 675 (Teacher as Researcher), or CUI 680 A/B (Clinical Experience in Teaching) where the instructor will provide information to help facilitate the development and preparation of the portfolio. To expedite successful completion of the portfolio, all M.Ed. candidates should consult with their Advisor each semester of the degree program.

During the final semester of the program, M.Ed. candidates submit their Portfolio to their Advisor for review, according to the following schedule:

November 1st for Fall graduation

April 1st for Spring graduation

June 1st for Summer graduation (with permission of Advisor only).

Given that three people have to evaluate the M.Ed. Portfolio independently, it is important to adhere to these deadlines and to keep in touch with your Advisor throughout this process.

The Portfolio Committee evaluates the portfolio based upon the candidate's mastery of the North Carolina Advanced Competencies of a Master Teacher through essays and artifacts. If any aspect of the portfolio is rated as unsatisfactory, the candidate will revise it until it is deemed to be satisfactory. In some M.Ed. programs candidates will also present their portfolio orally to Committee Members and/or peers who will have opportunities to ask questions and evaluate the culminating product of the Master's degree program. Other requirements and guidelines may be required by Advisors, including the use of TaskStream.

**North Carolina Advanced Competencies of a Master Teacher (ACs)
(effective Fall 2005):**

The M.Ed. portfolio is based upon the latest version of the North Carolina Advanced Competencies of a Master Teacher effective Fall 2005. By developing a portfolio and completing the requirement, each teacher seeking the M.Ed. in Curriculum and Instruction and Advanced Licensure demonstrates the following competencies. Teachers granted the master's degree license are expected to have demonstrated the following knowledge, skills, and dispositions which are derived from research findings, reports of best practice, and the National Board for Professional Teaching Standards:

A. Instructional Expertise

The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for education practice in P-12 settings to improve student learning.

Indicators:

1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decision on students' learning and behavior.
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.
6. The candidate uses technology to create learning environments that support students' learning.
7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.
8. The candidate demonstrates the ability to integrate literacy across the curriculum.

B. Knowledge of Learners

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Indicators:

1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.
2. The candidate designs and delivers instruction that is responsive to differences among all learners.
3. The candidate reflects on and modifies instruction that fosters student learning.
4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.
5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

C. Research

The candidate uses research to examine and improve instructional effectiveness and student achievement.

Indicators:

1. The candidate critically reads and applies historical and contemporary educational literature including theoretical, philosophical, and research materials.
2. The candidate uses student and school performance data to improve student learning, classroom process, and school practices.
3. The candidate investigates educational problems through action research.

D. Content Knowledge

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

Indicators:

1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.
2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.
3. The candidate demonstrates theoretical and applied advanced content knowledge.
4. The candidate understands current knowledge and trends in education.

E. Professional Development and Leadership

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

Indicators:

1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.
2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.
3. The candidate participates, formally and informally, in appropriate professional communities.
4. The candidate participates in collaborative leadership to address education problems
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.

Structure and Content of the M.Ed. Portfolio

The M.Ed. Portfolio should reflect a candidate's application of the knowledge, skills, and dispositions acquired during completion of the M.Ed. in Curriculum and Instruction as explicated by the North Carolina Advanced Competencies of a Master Teacher. Using each indicator as a guide should aid each candidate in portfolio development and selection of evidence, and the candidate should provide specific illustrations in the form of artifacts from the universe of coursework selected to indicate acquisition and mastery of the five Advanced Competencies (ACs).

At least three (3) artifacts should be provided to demonstrate mastery for each of the five Advanced Competencies. The three (3) artifacts should be carefully selected in order to cover all indicators associated with each of the Advanced Competencies. Each essay written for the portfolio should address and reflect on both the specific indicators and the overall characteristic of each of the five ACs. Although each candidate's portfolio will vary according to individual needs and specializations, the Portfolio Committee expects specific characteristics to be apparent in a submitted portfolio. The following list of criteria and expectations identify required characteristics of the culminating portfolio demonstrating a candidate's attainment of the North Carolina Advanced Competencies of a Master Teacher.

1. Each M.Ed. candidate provides an initial reflective essay that includes items such as personal and professional background, professional goals, philosophy of education, and philosophy of teaching. This reflective essay is written at the beginning of the Advanced Master's Program. NOTE: A candidate's Statement of Purpose submitted when applying to the M.Ed. program can serve this purpose.

2. The portfolio includes at least three (3) artifacts as evidence for each of the five Advanced Competencies – for a total of 15 artifacts. However, an artifact may be used to demonstrate more than one competency but may not be used more than twice in the portfolio. Evidence of the attainment of each competency may be in the form of written documents, audio-and/or videotaped recordings, and technologically supported creations. Items are selected by candidates from the universe of products produced during courses and experiences during the M.Ed. program. Artifacts may contain instructor's grades and comments or may be reprinted copies of assignments. NOTE: National Board candidates may submit artifacts from that portfolio if applicable to the ACs.

3. To show how each piece of evidence demonstrates attainment of a competency, the teacher should use guided reflective writing based upon the portfolio framework of select, describe, analyze, appraise, and transform (see a copy of the Reflection Cycle at the end of this document). The portfolio assessment rubric shows the required components of the portfolio and the

relationship of the reflective pieces to the artifacts selected to demonstrate accomplishment of the Advanced Competencies.

4. Candidate also write a concluding essay that demonstrates reflective analysis on overall program experiences, thoughts about specific courses, and reflection on the extent to which the portfolio demonstrates ways in which knowledge, skills, and dispositions learned during the M.Ed. in Curriculum and Instruction have improved the quality of teaching and the degree to which candidates have developed or refined the capacity to impact student learning and the climate and effectiveness of the school.

5. Candidates should prepare portfolios for presentation with care. The candidate's name, student identification number, address, phone number, and email address plus a copy of the Final Plan of Study should be included in the front of the portfolio. Contents should be organized in a 3-ring binder. Plastic sleeves are optional. A table of contents or a matrix showing which artifacts are being used for each of the ACs should also be at the beginning of the portfolio. Each competency should be separated by a labeled section and sections should be tabbed and entries separated by some kind of divider so that they might be easily found. Grades and instructor comments may be visible on materials submitted, or the candidate may choose to reprint materials. All children's names must be deleted to provide confidentiality and candidates are responsible for securing written permission to use materials showing individuals other than the candidate who can be recognized.

6. The candidate is also responsible for providing three (3) copies of the Portfolio Rubric and one copy of the Portfolio Rating Form so that reviewers have access to these documents. These documents are provided below. When the M.Ed. Portfolio has been evaluated and these forms completed, candidates should make copies for their records and return the original of the Portfolio Rating Form and the Portfolio Rubrics to the Advisor with all scores and all signatures complete. NOTE: Each candidate will need a signed copy of the final Plan of Study and the signed Portfolio Rating Form when applying to the Teachers Academy for licensure.

A portfolio that satisfactorily addresses all standards is a graduation requirement. Two faculty members and one school-based person will independently review each portfolio. The candidate's advisor will inform the candidate whether the portfolio is satisfactory. If any competency is not satisfactorily addressed or evidence presented is insufficient, revisions must be made and resubmitted as soon as possible so as not to delay plans for graduation. Candidates desiring to submit or resubmit the portfolio in the summer session must obtain approval from the candidate's advisor and other committee members.

Portfolio Rubric for M.Ed. Advanced Competencies of a Master Teacher

1 or 2= Unsatisfactory, must redo, 3 or 4=Pass, 5 or 6=High Pass

Candidate: _____ Reviewer's Signature: _____

M.Ed. Concentration: _____ Date Reviewed: _____

Core Competencies	Artifacts and Justifications connected to competency, demonstrates capacity	Narrative shows understanding of accomplished teaching	Core Competencies
A. Instructional Expertise The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for education practice in P-12 settings to improve student learning.	<-----> 1 2 3 4 5 6 Comments:	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6
Indicators: <ol style="list-style-type: none"> 1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research. 2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes. 3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decision on students' learning and behavior. 4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning. 5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings. 6. The candidate uses technology to create learning environments that support students' learning. 7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting. 8. The candidate demonstrates the ability to integrate literacy across the curriculum. 			

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Core Competencies	Artifacts and Justifications connected to competency, demonstrates capacity	Narrative shows understanding of accomplished teaching	Core Competencies
B. Knowledge of Learners The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6
	Comments: 		
Indicators: <ol style="list-style-type: none"> 1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities. 2. The candidate designs and delivers instruction that is responsive to differences among all learners. 3. The candidate reflects on and modifies instruction that fosters student learning. 4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities. 5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful. 			

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Core Competencies	Artifacts and Justifications connected to competency, demonstrates capacity	Narrative shows understanding of accomplished teaching	Core Competencies
	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6
C. Research The candidate uses research to examine and improve instructional effectiveness and student achievement.	Comments:		
Indicators:			
1. The candidate critically reads and applies historical and contemporary educational literature including theoretical, philosophical, and research materials. 2. The candidate uses student and school performance data to improve student learning, classroom process, and school practices. 3. The candidate investigates educational problems through action research.			

Core Competencies	Artifacts and Justifications connected to competency, demonstrates capacity	Narrative shows understanding of accomplished teaching	Core Competencies
	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6
D. Content Knowledge The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.	Comments:		
Indicators:			
1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline. 2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines. 3. The candidate demonstrates theoretical and applied advanced content knowledge. 4. The candidate understands current knowledge and trends in education.			

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 1 or 2=Unsatisfactory, must redo, 3 or 4=Pass, 5 or 6=High Pass

Candidate: _____ Reviewer's Signature: _____

M.Ed. Concentration: _____ Date Reviewed: _____

Core Competencies	Artifacts and Justifications connected to competency, demonstrates capacity	Narrative shows understanding of accomplished teaching	Core Competencies
E. Professional Development and Leadership The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6	<-----> 1 2 3 4 5 6
	Comments:		
Indicators: <ol style="list-style-type: none"> 1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research. 2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement. 3. The candidate participates, formally and informally, in appropriate professional communities. 4. The candidate participates in collaborative leadership to address education problems 5. The candidate provides leadership in working with parents and strengthening the home-school partnership. 			

Additional Comments:

**Evaluation Form for
 “Advanced License Core Competencies” Portfolio
 M.Ed. in Curriculum and Instruction
 University of North Carolina at Greensboro**

Candidate Name: _____

SID Number: _____ **Semester/Year Completed:** _____

Rating Assignment:

Based on our review of this candidate’s portfolio, we rate the candidate’s performance as it relates to his or her application of the knowledge, skills, attitudes, and understandings acquired during the M.Ed. in Curriculum and Instruction associated based on evidence presented to show mastery of the five Advanced Competencies of a Master Teacher (AC). In making this recommendation, we have reviewed and analyzed all the evidence presented in this portfolio. We employ the following ratings based on our best personal and professional judgment: 1-2 must redo, 3-4=Passing, 5-6=High Pass.

Performance-Based Product Review:

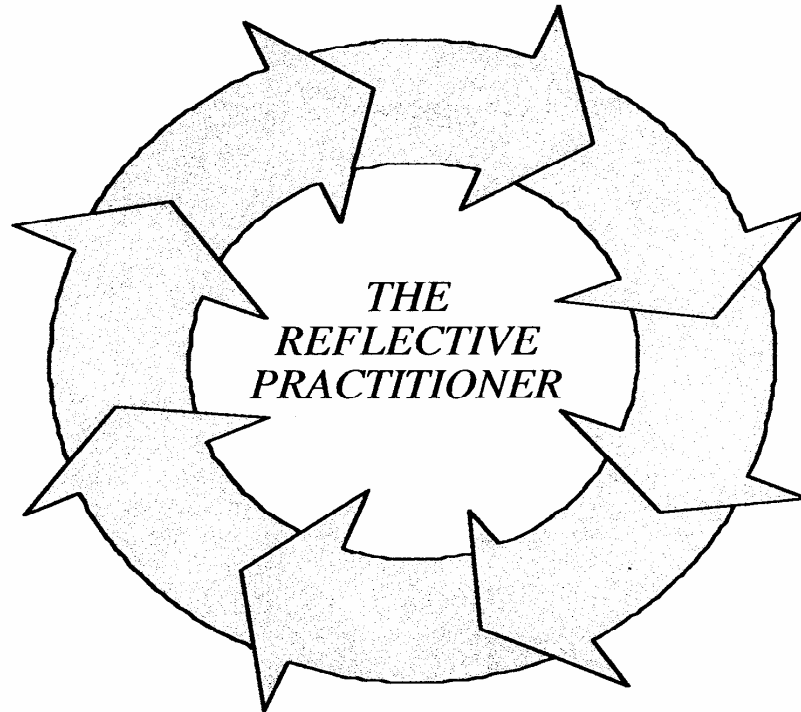
M.Ed. Portfolio Reviewers	NC Advanced Competencies of a Master Teacher					Signature and Date
	AC #1	AC #2	AC #3	AC #4	AC #5	
1. UNCG Advisor						
2. UNCG Faculty						
3. Master School Practitioner						
Average						Grand Mean:

Comments from Reviewers:

The Reflection Cycle*

5. TRANSFORM
*What would you do differently?
Why?
How would this change be better?
What have you learned?*

1. SELECT
*What evidence are you reflecting on?
Which standard(s) does it address?*



2. DESCRIBE
*Who?
What?
When?
Where?*

4. APPRAISE
*What was the effectiveness?
What was the impact?
How did this relate to your goals?
What was the value of the activity?*

3. ANALYZE
*Why did you do this?
Where does it fit in?
How did you do this?
Why did you use these particular instructional practices?*

*Adapted from the *Administrator Appraisal Systems Institute*