

University of Colorado Denver

School of Education & Human Development

Linguistically Diverse Education Portfolio Guidelines

Dear Candidate:

The final product in completing the M.A. in Curriculum and Instruction, Linguistically Diverse Education, is the portfolio. Submitted primarily via LiveText, an online assessment tool, your portfolio will reflect your learning in the program and your development as an educator of children and/or adults who are learning English as a second language. The portfolio rubric at the end of this document will be used by LDE faculty to evaluate the parts of your portfolio. You should use it and the corresponding templates found on LiveText as compilation guides and, in particular, in writing the final draft of your philosophy. The items to be included in your portfolio are:

Philosophy

The philosophy statement is an academic paper that calls for you to be succinct, yet thorough, unique, yet grounded in current research and theory. Your ideas should be organized and coherent. You will describe not only what you believe about teaching or working with culturally and linguistically diverse students, but also what you do. You will touch on issues of language acquisition, classroom instruction, assessment and program design. You will describe your beliefs about inequities – why they exist and how they can be addressed through public education. Include your ideas about literacy – what promotes it and what stifles it. In general, discuss your beliefs about what conditions are necessary for students who are learning a second language to thrive, academically, socially and emotionally. You will also explore your role as an educator and leader in this field. Citations and references in the philosophy should draw heavily on the readings from your classes. Because you have been working on your philosophy in different classes across the program, it is likely that your major task for this final version will be careful revision and editing. This final version of your philosophy should provide evidence of your core values, the scholarly foundation upon which you base your work as an educator of the linguistically diverse, autobiographical influences on your professional conduct, your knowledge of language and culture, your approaches to instruction and assessment, and your commitment to professional development. *The philosophy statement should be entered into the appropriate template in LiveText. This template is also detailed in the rubric on the following pages. Please do not attach the philosophy statement to LiveText as a separate document.*

Annotated Bibliography

The annotated bibliography reveals the breadth and depth of your study in the program. All standards should be represented, as well as selected readings from all of your M.A. classes. Additionally, you should include annotations for works that you have located independently and that have contributed to your understanding of the issues in the field and/or your practice. Your bibliography should include a minimum of 20 annotated references for books, chapters and scholarly articles, and should reflect an accepted professional style – APA, MLA, Chicago, etc. Annotations describe the content of the items and your critique of the items as they relate to your practice. Annotations reveal how the items relate to your personal commitments to the field of linguistically diverse education and support your philosophy. *The annotated bibliography should be entered into the appropriate template in LiveText. Please do not attach the annotated bibliography to LiveText as a separate document.*

Artifacts

The artifacts that you include in your portfolio demonstrate your competence in each of the TESOL standards under the five domains. Include 13 separate artifacts, one for each of the standards (see rubric on following pages). If you completed PBAs for any courses, these should be among the artifacts. Other examples include case studies, lesson plans, assessment instruments, classroom materials, presentation handouts, agendas from meetings, letters to parents, photos of classrooms, bulletin boards, field trips, articles, and letters to the editor. Of particular relevance are projects that link theory and practice. You may use a single, complex artifact for more than one standard, but you need to make clear the connections between the standards and the artifacts. Using copies or duplicates of pertinent sections of a complete artifact included elsewhere in the portfolio is one way to make connections clear. As you organize your artifacts in sections that correspond to the TESOL domains, connect the artifacts to the standards through the use of 1-2 page reflections.

The artifacts themselves are not to be presented via LiveText for Spring 2009 portfolios. Instead, artifacts and hard copies of the reflections should be submitted in a physical Notebook (a binder), organized according to TESOL standards. In addition, the reflections should be entered into the appropriate template on LiveText. Please do not attach reflections to LiveText as separate documents.

Reflection on the program

Please use the LiveText Program Reflection template to complete this thoughtful critique. Your evaluation will be used to improve the program for future graduate students.

Overview of LiveText Submissions and the Notebook

For general information about LiveText, please visit <http://sehdassessment.cudenver.edu/>.

LDE Students Graduating and/or Submitting Portfolios in Spring 2009

Use LiveText to submit your philosophy, the annotated bibliography, the artifact reflections and the program reflection. In addition, you are required to submit a Notebook – a physical binder that holds hard copies of your artifact reflections, the artifacts themselves, and an unofficial copy of your UC Denver transcript.

LDE Students Graduating and/or Submitting Portfolios after Spring 2009

In future semesters, the faculty may decide to eliminate the physical Notebook and ask students to submit artifacts and transcripts via LiveText. An update will be sent out in Spring 2009.

Please do not hesitate to contact us with questions.

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Portfolio Grading Rubric

NOTE: The portfolio must be rated “proficient” overall for you to complete the program.

Philosophy Statement	No evidence Or Unacceptable	Developing – Indicates Awareness	Proficient – Indicates Integration and Application of Ideas	Exceeds Expectations – Indicates Critical Reflection
Core Values		Articulates candidate’s core values as a teacher.	Articulates candidate’s core values as a teacher of culturally and linguistically diverse learners. Identifies scholarly authorities that support core values and describes classroom practice and professional activity that reveal core values.	All of the preceding plus: Reveals personal and professional insights gained in program. Relates core values to daily decision-making.
Scholarly Foundation		Reveals awareness of key scholarship and current research in the area of language, literacy and culture and in current practices in linguistically diverse education.	Integrates important concepts from language, literacy and culture into philosophy in ways that reveal understanding.	Integration of scholarly concepts and current research indicate candidate is able to apply these to his/her daily classroom practice and professional activities.
Autobiographical Influences on Professional Conduct		Mention of autobiographical points indicates candidate is aware of his/her personal development on professional conduct.	Autobiographical details are present in ways that show candidate understands how his/her on-going personal and professional learning are intertwined.	Candidate’s critical analysis of specific autobiographical influences on professional conduct reveal keen understanding of the contribution of his/her own learning to the learning of students and participation in school and community.
Integration of Language Theory/Research		Mentions language theory and research in second language acquisition and development, demonstrating awareness of key linguistic principles covered in the program.	Discussion of language theory and second language acquisition research reveals understanding of the importance of language development on learning and the value of linguistic knowledge and skills in teaching.	Candidate’s discussion of language theory, linguistic insights, and current research leaves no doubt about his/her ability to apply concepts to practice.

Integration of Culture Theory/Research		Key concepts of culture and current scholarship in the area of culture reveals awareness of the central role that culture plays in teaching and learning in English language learners.	Reflects on how culture theory and research have influenced practice. Citations indicate that practice is based on current research and scholarly practice.	Scholarly citations are elaborated upon with examples from practice in ways that reveal thoughtful and on-going application and extension of current research and scholarly practice into classroom practice and professional conduct.
Pedagogical Approach		Descriptions of pedagogical approach reveal awareness of current professional practices.	Describes pedagogical approach used with English language learners. Supports use of approach with references to theory and research.	Describes, analyzes and critiques pedagogical approach used with English language learners. Supports use of approach with references to theory and research.
Assessment Approach		Describes assessment approach used with English language learners.	Describes assessment approach used with English language learners. Supports use of approach with references to theory and research.	Describes, analyzes and critiques assessment approach used with English language learners. Supports use of approach with references to theory and research.
Evidence of Reflective Practice		Evidence of reflective practice.	Candidate understands the importance of principles and practice of reflection and the use of reflection in improving practice.	Candidate has developed techniques of regular reflection that permit him/her to constantly improve classroom practice and professional activity.
Commitment to Ongoing Professional Development		Evidence of participation in professional development.	Evidence of participation in and leadership of professional development activities.	Evidence of ongoing participation in and leadership of professional development activities.
Format		Minor errors in spelling, punctuation, grammar, etc. that do not seriously impair communication. Shows awareness of APA, MLA or comparable stylistic guidelines but with uneven application. Does not follow LiveText template. Little evidence of proofreading.	Almost no errors, clear organization, uses headings, APA, MLA, etc. style guidelines; follows LiveText template.	Virtually no errors, clear organization, uses headings, thematic thread that is easy to follow, APA, MLA, etc. style guidelines.

Annotated Bibliography		A minimum of 20 annotations that reveal candidate has read important work in the field. Annotations may summarize content or present personal reactions but do not always accomplish both.	A minimum of 20 annotations, reflecting M.A. course work and related independent work. Includes volumes, chapters and research articles. Annotations summarize content and relate that content to candidate's practice.	All of the preceding, plus annotations reflect regular independent reading in the field.
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Supporting Artifacts				
1.a. Describing language		Artifact provides some evidence of candidate's ability to describe language.	Artifact provides clear evidence of candidate's ability to describe language based on sound theory.	Artifact provides clear evidence of candidate's ability to describe language in both sound theoretical and creative ways.
1.b. Language acquisition and development		Artifact provides some evidence of candidate's understanding of language acquisition and development.	Artifact provides clear evidence of candidate's understanding of language acquisition and development.	Artifact provides clear evidence of candidate's understanding of language acquisition and development and application of that knowledge in creative ways.
2.a. Nature and role of culture		Artifact provides some evidence of candidate's understanding of the nature and role of culture.	Artifact provides clear evidence of candidate's understanding of the nature and role of culture.	Artifact provides clear evidence of candidate's understanding of the nature and role of culture and application of that knowledge.
2.b. Cultural groups and identity		Artifact provides some evidence of candidate's understanding of cultural groups and identity.	Artifact provides clear evidence of candidate's understanding of cultural groups and identity.	Artifact provides clear evidence of candidate's understanding of cultural groups and identity and application of that knowledge.
3.a. Planning for standards-based ESL and content instruction		Artifact provides some evidence of candidate's ability to plan for standards-based ESL and content instruction.	Artifact provides clear evidence of candidate's ability to plan for standards-based ESL and content instruction.	Artifact provides clear evidence of candidate's ability to plan for standards-based ESL and content instruction in creative ways.
3.b. Managing and implementing standards-based ESL and content instruction		Artifact provides some evidence of candidate's ability to manage and implement standards-based ESL and content instruction.	Artifact provides clear evidence of candidate's ability to manage and implement standards-based ESL and content instruction.	Artifact provides clear evidence of candidate's ability to manage and implement standards-based ESL and content instruction in creative ways.

3.c. Using resources effectively in ESL and content instruction		Artifact provides some evidence of candidate's ability to use resources effectively in ESL and content instruction.	Artifact provides clear evidence of candidate's ability to use resources effectively in ESL and content instruction.	Artifact provides clear evidence of candidate's ability to use resources effectively in ESL and content instruction in creative ways.
4.a. Issues of assessment for ESL		Artifact provides some evidence of candidate's understanding of issues of assessment for ESL.	Artifact provides clear evidence of candidate's understanding of issues of assessment for ESL.	Artifact provides clear evidence of candidate's understanding of issues of assessment for ESL and application of that knowledge.
4.b. Language proficiency assessment		Artifact provides some evidence of candidate's ability to assess language proficiency.	Artifact provides clear evidence of candidate's ability to assess language proficiency.	Artifact provides clear evidence of candidate's ability to assess language proficiency and to apply the results in planning.
4.c. Classroom-based assessment for ESL		Artifact provides some evidence of candidate's ability to assess language proficiency in the classroom.	Artifact provides clear evidence of candidate's ability to assess language proficiency in the classroom.	Artifact provides clear evidence of candidate's ability to assess language proficiency in the classroom and to apply the results in classroom practice.
5.a. ESL research and history		Artifact provides some evidence of candidate's understanding of ESL research and history.	Artifact provides clear evidence of candidate's understanding of ESL research and history.	Artifact provides clear evidence of candidate's understanding of ESL research and history and application of that knowledge in practice.
5.b. Partnerships and advocacy		Artifact provides some evidence of candidate's participation in partnerships and advocacy on behalf of ESL learners.	Artifact provides clear evidence of candidate's participation in partnerships and advocacy on behalf of ESL learners.	Artifact provides clear evidence of candidate's participation in partnerships and advocacy on behalf of ESL learners, families and community.
5.c. Professional development and collaboration		Artifact provides some evidence of candidate's participation in professional development and collaboration in practice.	Artifact provides clear evidence of candidate's participation in and leadership of professional development and collaboration in practice.	Artifact provides clear evidence of candidate's regular and ongoing participation in and leadership of professional development and collaboration in practice.

Completion of All Course Work			Notebook should include transcripts showing completion of all course work with a cumulative average of at least 3.0, and no course grade below C.	
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Portfolio Overall				
Organization		Portfolio includes all required elements.	Online portfolio follows LiveText templates. Physical Notebook clearly organizes artifacts and artifact reflections according to standards.	