I. **Catalog Description and Credit Hours of Course:**
Introduction to the Graduate Portfolio Assessment Process. Emphasis upon the initial stage of documenting candidate growth and transformation over time through reflective thought and critical analysis of instructional practices and the integration of the National Board for Professional Teaching Standards. (1)

II. **Prerequisites:** Admittance to Graduate School, basic computer skills.

III. **Purposes or Objectives of the Course:**
The candidate will:

A. Document scope and depth of professional experience
B. Reflect upon and document the contextual factors that affect the current teaching situation
C. Establish goals for proposed graduate study and the improvement of instructional practices
D. Outline proposed graduate study
E. Reflect upon current beliefs about teaching and instruction

IV. **Expectations of Students:**
The candidate will:

A. Prepare a written document highlighting professional experiences
B. Prepare a written narrative describing the contextual factors impacting teaching (setting, children, families and community)
C. Prepare a written statement of goals for proposed graduate study emphasizing the integration of the National Board Standards.
D. Submit a graduate study plan
E. Prepare a written statement of philosophical beliefs about teaching.

The original documents from items A through E, will be maintained in document holder and will constitute Part I, of the Graduate Portfolio. A copy of all documents will be submitted to the Advisor.
V. Course Content or Outline:  

| A. Introduction to Graduate Program | 1 |
| B. National Board of Professional Teaching Standards | 3 |
| C. Portfolio Process | 2 |
|   General discussion of the portfolio and its use in documenting professional growth and development throughout the master’s degree. |
| D. Documentation of professional experience | 1 |
| E. Contextual factors that influence teaching practices | 2 |
| F. Establishing goals for graduate study that improve teaching practice | 2 |
| G. Writing a graduate study plan | 1 |
| H. Refining philosophical beliefs about one’s teaching practice | 3 |

VI. Textbook(s):  


VII. Evaluation:  

| A. Document highlighting professional experience | 20% |
| B. Context of teaching narrative | 30% |
| C. Goals and study plan | 20% |
| D. Beliefs of teaching narrative | 30% |

VIII. Knowledge Base:  


Web sites:

- American Educational Research Association
  http://www.aera.net/
- Association for Childhood Education International
  http://www.udel.edu/bateman/acei/
- The Australian Curriculum Studies Association
  http://www.acsa.edu.au/
- The Netherlands Institute for Curriculum Development
  http://www.slo.nl/
- The Northern Ireland Network for Education
  http://www.nine.org.uk/
- Science Teachers’ Association of Western Australia
  http://www.stawa.asn.au/