I. Course Description:

Completion of Graduate Assessment Portfolio documenting candidate growth and transformation over time. Emphasis will be upon documenting the improvement of instruction through reflective thought, critical analysis of teaching practices, and the application of the National Board for Professional Teaching Standards. (2)

II. Prerequisites:

Satisfactory completion of action research project and approval of Chairperson of Action Research Committee.

III. Purposes or Objectives of the Course:

The candidate will:

A. Critically monitor progress made toward goals projected in Portfolio, Part I.

B. Synthesize and use outcomes from action research project(s) to examine and improve instruction and classroom practices.

C. Identify two or three themes representative of experiences in the graduate program, and National Board of Professional Teaching Standards, compare and contrast changes occurring in philosophical beliefs about teaching and learning from program entry to completion.

D. Establish new professional goals.

E. Present and defend portfolio in coherent, thorough, professional manner.

F. Plan to disseminate knowledge and practice gained in portfolio process to professional community.

IV. Expectations of Students:

The candidate will:

A. Examine goals and write a rationale documenting modification and/or progress toward goals.

B. Synthesize and document outcomes from action research projects from courses and examine their impact upon the improvement of instruction and classroom practices as emphasized by the National Board Standards. Document efficiency of the process.

C. Review philosophical belief statement developed in Portfolio Part I and establish new professional goals.
D. Relate themes of experiences in graduate program to understanding of theory, research, knowledge, skills, or dispositions learned and National Board of Professional Teaching Standards.

E. Develop a plan for the dissemination of knowledge and practice gained in the portfolio process to the professional community.

F. Present completed document and defend in a professional manner.

VI. Course Content or Outline: 

| A. Examining goals and making modifications during graduate study | 2 |
| B. Synthesizing outcomes from action research projects and their impact on teaching practices | 5 |
| C. Comparing teaching beliefs from program entry to present, emphasizing National Board of Professional Teaching Standards | 5 |
| D. Examining themes in graduate study | 3 |
| E. Setting new professional goals | 3 |
| F. Disseminating knowledge | 2 |
| G. Presenting and defending the portfolio | 10 |

VII. Basis for Student Evaluation:

| A. Reflective narrative on goals of graduate study | 10% |
| B. Statement describing synthesis of action research outcomes and impact on practices | 20% |
| C. Reflective statement on philosophical beliefs and new goals | 15% |
| D. Statement of themes of experiences in graduate study | 15% |
| E. Dissemination plan | 15% |
| F. Presentation and defense of portfolio | 25% |

VIII. Knowledge Base:


Internet sites and sources:

- The Education and Research Network American Education Research Association
  

- The Ontario Acton Researcher (on-line journal for teachers)
  
  [http://www.bath.ac.uk/~edsajw/](http://www.bath.ac.uk/~edsajw/)

- Action Research: A Brief Overview
  
  [http://users.andara.com/~jnewman/Aroverview.html](http://users.andara.com/~jnewman/Aroverview.html)

- American Educational Research Association
  
  [http://www.aera.net/](http://www.aera.net/)

- Association for Childhood Education International
  
  [http://www.udel.edu/bateman/acei/](http://www.udel.edu/bateman/acei/)

- GAJAL-The Global Anthological Journal of Action Learning
  

- The Australian Curriculum Studies Association
  
• 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/
• WEB links to Participatory Action Research Sites
  http://www.goshen.edu/soan/soan96p.htm