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College of Education
& Human Development

Graduate Studies in Education

Master's of Education Portfolio
Capstone Handbook

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Capstone Portfolio

Professional Portfolio Modified per NBPTS Guidelines – Cohort Groups only

SUU College of Education has established a formal partnership with one of the region's school districts. Students will follow separate guidelines for completing the Capstone M.Ed. Thesis/Project than those printed in this document.

National Board Certification Process

Graduate students will complete requirements for National Board Certification. Earning the M.Ed. is not subject to receiving National Board Certification. Graduate students must complete all portfolio entries and take assessment center tests. Verification of completion will be the National Board Professional Teaching Standards (NBPTS) score, and a reflective paper concerning the process and certification.

APA Style

Graduate students must follow APA style format. The APA Style Manual, 6th Edition, or latest version is required for EDUC 6652.

What to Expect

for the

Southern Utah University

Master's Capstone Portfolio

Semester I		Semester II	Semester III	Semester IV
EDUC 6652 M.Ed. Portfolio Writing		EDUC 6932 Capstone M.Ed. Portfolio	EDUC 6931 Capstone Seminar	EDUC 6931 Capstone Seminar
Important Note: M.Ed. cohort students will register for EDUC 6932 their last summer semester. They will meet with their instructor Fall or Spring semester prior to their completion summer semester, to review requirements for their Capstone M.Ed. Portfolio. Capstone M.Ed. Portfolio will be completed 6-8 weeks prior to the end of summer		Prerequisite: EDUC 6652 1. May be offered in summer 2. If Master's portfolio is not completed this semester, student must be continuously enrolled (except summers) in EDUC 6931 until the defense	Prerequisite: EDUC 6932 1. This one hour course may be taken only twice to complete the Master's portfolio	Prerequisite: EDUC 6932 2. This one hour course may be taken only twice to complete the Master's portfolio

What Happens

in

EDUC 6652

Standards for Proposal Writing in Education

The Capstone Portfolio Handbook provides the details for the development of the Proposal in EDUC 6652. In addition to other activities, this course includes the following:

Discussion Topics	Activity/Assignment
<p>Week #1</p> <p>Topic #1 and Topic #2 to be posted to the Discussion Board</p> <p>Onsite classes</p> <p>Topic #1</p> <p>Topic #2</p>	<p>Onsite class meeting</p> <p>Detailed overview of course syllabus</p> <ul style="list-style-type: none"> - National Board Professional Teaching Standards Propositions - NBPTS and the national standards movement - How to use eLearning - APA Guidelines - SUU online Library Research resources and other web-based resources (e.g., PIONEER, ERIC, etc.) - Advice on Scholarly Writing (in preparation for your Scholarly Paper) - Advice to “stressed out” graduate students - Assignment #1, Traits/Characteristics of Effective Teachers (discussion & completion in class) <p>Note: Assignment #1, Traits/Characteristics of Effective Teachers; submit to the Assignment Box as an attachment; save in rtf (rich text format)</p> <p>Discussion Topic #1, NBPTS Proposition #1, “Teachers are committed to students and learning.” This activity will be completed during our onsite class. Post to the Discussion Board as Topic #1</p> <ul style="list-style-type: none"> • List 4 ways teachers demonstrate they are truly committed to students and learning • List 4 ways good teachers make knowledge accessible to all students • List 4 ways good teachers treat students equitably • List 4 ways good teachers respect cultural or family differences of their students • List 4 ways meeting NPBTS Proposition #1 positively impacts student achievement <p>Discussion Topic #2. “Teachers know the subjects they teach and how to teach those subjects to students.” This DT is directly linked to NPBTS Proposition # 2. This activity will be completed during our onsite class. Each student is to post results of the class discussion to the Discussion Board in eLearning. Post to the Discussion Board as Topic #2.</p> <ul style="list-style-type: none"> • List 4 ways teachers make their content meaningful to students • List 4 ways teachers make learning experiences meaningful and applicable to students • List 4 ways skilled teachers link content with pedagogy • List 4 ways how a variety of instructional strategies promotes student learning

	<ul style="list-style-type: none"> • List 4 ways how teachers can improve their repertoire of instructional skills/strategies • List 4 ways how the use of advanced technologies promote teaching and learning • List 4 ways that meeting NBPTS Proposition #2 positively impacts student learning <p>- Instructor explanation of expectations for Scholarly Paper, Assignment #2, - Explanation of requirements for EDUC 6692, MEd Capstone Portfolio (discussion on Entry #2, teaching lesson, video-taping, written narrative, etc.) - Distribution of syllabus for EDUC 6932, MEd Capstone Portfolio</p> <p>- Identifying Professional Development Activities per NBPTS Entry #3 (group brainstorming to list activities for Assignment #3, “Listing of Professional Vita and Background Evidences.”</p>
Week #2 Topic #3	<p>Discussion Topic #3 (to be completed online via the eLearning Discussion Board). This DT is directly linked to NPBTS Proposition #3, “Teachers are responsible for managing and monitoring student learning.”</p> <ul style="list-style-type: none"> • List 4 ways effective teachers keep students motivated, engaged, and focused • List 4 ways how assessment measures are used to manage and monitor student learning • List 4 ways how multiple measures of assessment can be used to gauge student learning • List 4 ways how student achievement can best be communicated to parents/families • List 4 ways that meeting NBPTS Proposition #3 positively impacts student learning. <p>Posting of DT #3 and comments to two classmates responses.</p>
Week #3 Topic #4	<p>Discussion Topic #4 (to be completed online via eLearning Discussion Board). This DT is directly linked to NPBTS Proposition #4, “Teachers think systematically about their practice and learn from experience.”</p> <ul style="list-style-type: none"> • List 4 ways effective teachers continually improve their professional practice • List 4 learning theories/instructional strategies that a teacher should be familiar with • List 4 ways effective teachers might critically review their practice in order to continually improve their performance • List 4 ways that meeting NBPTS Proposition #4 positively impacts student learning <p>Posting of DT #4 and comments to two classmates responses.</p>
Week #4 Topic #5	<p>Discussion Topic #5 (to be completed online via eLearning Discussion Board). This DT is directly linked to NPBTS Proposition #5, “Teachers are members of learning communities.”</p> <ul style="list-style-type: none"> • List 4 different groups of “players” effective teachers can collaborate with in order to improve their professional performance • List 4 ways that effective teachers can taken an active role in either formal or informal learning communities • List 4 ways effective teachers can promote the education profession in their local communities <p>Posting of DT #5 and comments to two classmates responses.</p>
Week #5 Topic #6	<p>Assignment #2, Scholarly Paper; submit to the Assignment Drop Box; save in rtf (rich text format)</p> <p>Discussion Topic #6 (this DT to be completed online via eLearning). This DT is directly linked to the second category of Entry #3, “Strengthens teaching skills through professional</p>

	<p>development.”</p> <ul style="list-style-type: none"> • List 4 ways that your graduate coursework has improved your professional practice • List 4 ways in which professional development efforts have improved your practice • List 4 ways how you have personally integrated professional development to improve your practice as a professional educator • List 4 ways that improving one’s professional practice can positively impact student learning <p>Posting of DT #6 and comments to two classmates responses</p>
<p>Week #6 Topic #7</p>	<p>Assignment, #3 Listing of Professional Vita Evidences due October 11; submit to the Assignment Drop Box as an e-mail attachment; save in rtf</p> <p>Discussion Topic #7 (to be completed online via eLearning). This DT is directly linked to the third category of Entry #3, “Impacts student learning through work with families and communities.”</p> <ul style="list-style-type: none"> • List 4 ways that teachers can reach out to families and communities • List 4 ways that teachers can effectively communicate with parents/families in a two-way interactive manner • List 4 ways teachers can involve parents in the learning of their children • List 4 ways that teachers can be involved in the community to promote the education profession <p>Posting of DT #7 and comments to two classmates responses.</p>
<p>Week #7 Topic #8</p>	<p>Discussion Topic #8 (to be completed online via eLearning). This DT is directly linked to the fourth category of Entry #3, “Works with colleagues to improve instruction.”</p> <ul style="list-style-type: none"> • List 4 ways that teachers can be involved with colleagues to promote the profession • List 4 ways that teachers work with colleagues to improve teaching and learning • List 4 forms of evidence that teachers could provide to demonstrate that they are team players in the advancement of teaching and learning • List 4 ways that working effectively with colleagues can positively impact student learning <p>Posting of DT #8 and comments to two classmates responses.</p>
<p>Week #8 Topic #9</p>	<p>Discussion Topic #9 (to be completed online via eLearning). This DT is directly linked to the fifth category of Entry #3, “Shares expertise with others and provides leadership to improve instructional practice.”</p> <ul style="list-style-type: none"> • List 4 forms of evidence that demonstrate that a teacher has exhibited leadership to improve instruction • List 4 that an effective teachers can share their knowledge/skills with colleagues in order to help other professional improve as educators <p>Posting of DT #9 and comments to two classmates responses.</p>
<p>Week #9 Topic #10</p>	<p>Discussion Topic #10 (to be completed online via eLearning). This DT is directly linked to the sixth category of Entry #3, “Deliberately seeks to improve teaching and learning.”</p> <ul style="list-style-type: none"> • Reflect on our own accomplishments as a professional education and share with your colleagues how you intend to continue your professional growth throughout the remainder of your career. • As per your own comfort level, comment where you think improved growth might be

	<p>needed and action that you could take to make such improvements.</p> <p>Posting of DT #10 and comments to two classmates responses.</p>
<p>Week #10</p> <p>Topic #11</p>	<p>Discussion Topic #11 (to be completed online via eLearning). This DT is directly linked to the first category of Entry #1, “Knowledge of students as individuals with diverse backgrounds.”</p> <ul style="list-style-type: none"> • Describe the demographic make-up of the school and community where you teach (e.g., number of students, ethnicity, socio-economic status, etc.) <p>Posting of DT #11 and comments to two classmates responses.</p>
<p>Weeks #11 & 12</p>	<p>No further Discussion Topics for the course.</p> <p>You are to focus the remainder of your energy and attention on writing Partial Entry #1 and Entry #3 for your Professional Educator Portfolio.</p> <p>Assignment #4, Partial Entry #1, Assessment of Student Work” and “ Entry #3, Professional Vita and Background” (submit to the Assignment Drop Box as a one document; save in rtf)</p>

What Happens in EDUC 6932 Capstone M.Ed. Portfolio

What to expect in EDUC 6932. Some of the Steps listed may occur simultaneously and occasionally in a slightly different order.

GUIDELINES FOR WRITING THE PROFESSIONAL PORTFOLIO

The Professional Portfolio will be prepared and submitted for EDUC 6932 which is the capstone portfolio for students in cohort groups completing the M.Ed. program.

Summary of guidelines for writing the Professional Portfolio:

Font: 12 point Times Roman or Ariel, double space [note: the Traditional Vita prepared as a part of Entry #3 will be single spaced with double spacing between categories/sections for that portion only of Entry #3]

Margins:

Left is 1.5 inch for binding; top, bottom and right 1 inch for all.

Table of Contents:

List the **headings** with page number notations for each heading. See the last two pages of this document for headings on the Table of Contents.

Cover Page:

See the “Cover Page Example” for how the cover page is to be prepared

15 Minute Video:

The 15 minute video segment should show you (the teacher) working with a small group of students. In your narrative (Entry #2), you will identify the lesson topic, learning goals, etc. The video is to be prepared in DVD format and is to be continuous – no editing or start/stopping of the video. A signed “student release form” is necessary for each student appearing on the DVD. A copy of this form was distributed in EDUC 6652. The form is to be signed by individual student’s parents/guardian. Permission forms in English and Spanish are at the end of these guidelines.

“Packaging” the Portfolio:

The portfolio must be turned in electronically and follow the following sequence: (1) cover page, (2) table of contents, (3) Entry #1, (4) Entry #2, and (5) Entry #3

The DVD of your teaching in Entry #2 and the CD/DVD of the portfolio may be on separate discs, or if there is room on a single DVD/CD. Whether one or two discs, the completed electronic version should be mailed to Graduate Studies in Education, so as to arrive prior to the due date set up by the instructor of the 6932 course.

It is recommended that you keep a personal copy of all original materials for your Portfolio. Scanned pictures of student work should be included in the portfolio when appropriate. Your completed Portfolio will be placed on file with the College of Education. It will not be returned to you.

Format for Portfolio Entries

Follow APA guidelines as provided in the 6th edition of the APA Style Manual or as given at the Purdue Online Writing Lab (<http://owl.english.purdue.edu/owl/resource/560/01/>)

Double-space the text in your narrative. Headings (e.g., Level A, B, C, etc.) should be single spaced and bold faced. Your narrative begins on a new line after each heading.

Page Numbering

There is no pagination on the Cover Sheet or the Table of Contents. Pagination for your Portfolio starts with the first page of Entry #1 and continues through the last page of your narrative for Entry #3. Pagination is to be continuous, however Student Work Samples in Entry #1 and Documentation in Entry #3 are NOT to be paginated.

Page numbers are to be printed on the Top Right Hand Corner for your narrative. The beginning of each Entry should be started on a new page. That is, Entry #1 begins your narrative, Entry #2 should begin on a fresh (new) page with continuous pagination, and Entry #3 should start on a new page with continuing pagination.

Detailed instructions for preparing the written narratives for Entries #1, #2, and #3 appear following the Cover Page instructions.

Professional Educator Portfolio

By

(Graduate Student Name)

(Cohort Group Name)

**A master's project submitted in partial fulfillment
of the requirements for the degree**

of

MASTER OF EDUCATION

**Beverly Taylor Sorenson College of Education and Human Development
Department of Graduate Studies in Education**

GUIDELINES FOR WRITING THE PROFESSIONAL PORTFOLIO

Following is the outline for your **Headings** when writing the narrative for Entries #1, #2, and #3 for your Professional Portfolio.

Evidence required for Entry #1: To what extent does this portfolio provide clear and convincing evidence of the teacher's ability to analyze, reflect and design a sequence of learning experiences that build on and give insight into students' conceptual understanding of a substantive idea within subject matter, and enhances students' abilities to think and reason.

Write a narrative that addresses each of the following **headings**. Please note the suggested page numbers for each heading [headings are in **boldface**, prompts are in *italics*].

Entry #1, Assessment of Student Work (12-14 pages)

Instructional Context (suggested 1 page)

Knowledge of Students as Individuals with Diverse Backgrounds. This is a sub-heading. For this sub-heading, you might consider the following questions in preparing your narrative. *What is the demographic make-up of the school and the community, number of students, ethnicity, social economic status, etc.? Also describe the make-up of your class. What are the relevant characteristics of your class that influenced your planning for the instructional sequences you selected? What are the relevant characteristics of the students with exceptional needs and abilities that influence your instruction? What instructional challenges are represented by the class chosen for this entry?*

Planning (suggested 4–5 pages)

Identification of Learning Goals Appropriate for Students. This is a sub-heading. You might consider the following questions in preparing your narrative: *What are the learning goals for the unit? What should students be able to do at the end of this instructional sequence? How do these goals support and facilitate your students' understanding of the content under study? You need to justify why these goals are important.*

Teaching Strategies that Meet Learning Needs and Set High Expectations. This is a sub-heading. You might consider the following question in preparing your narrative: *What are three activities your students will be engaged in during the instructional sequence?*

Linking Important Content with Appropriate Instruction. This is a sub-heading. You might consider the following question in preparing your narrative: *How do each of the three featured instructional activities contribute to the students' development of conceptual understanding? Explain why you feel the selected strategies will result in desired student learning.*

Assessment of Student Understanding through a Variety of Strategies. This is a sub-heading. You might consider the following question in preparing your narrative: *How do the three instructional activities/strategies work together in order for you to assess students' conceptual understanding?*

Establishes a Fair and Accessible Learning Environment. This is a sub-heading. You might consider the following question in preparing your narrative: *What challenges (if any) are*

inherent in teaching this planned content and how have you assured fairness in assessments and accessibility for students?

Analysis of Two Student Responses and Work Samples (suggested 5-6 pages). In a separate section for **each** student, address the questions below. Label each section as Student A or B.

Student A. This is a sub-heading. Consider the questions below in your narrative: *Why did you choose this student? What particular instructional challenges does this student represent? What does this student's work tell you about their achievement of your learning goals and his/her understanding of the material that you presented? What does your comparing and contrasting of the responses to the three instructional activities tell you about this student's conceptual understanding? What feedback strategies did you use for this student to foster growth?*

Student B. This is a sub-heading. Consider the questions below in your narrative: *Why did you choose this student? What particular instructional challenges does this student represent? What does this student's work tell you about their achievement of your learning goals and his/her understanding of the material that you presented? What does your comparing and contrasting of the responses to the three instructional activities tell you about this student's conceptual understanding? What feedback strategies did you use for this student to foster growth?*

Learning Activity 1. This is a sub-heading. Consider the questions below in the narrative: *Describe the instructional activity. What was the purpose of this activity? What did you do? What did the students do?*

Learning Activity 2. This is a sub-heading. Consider the questions below in the narrative: *Describe the instructional activity. What was the purpose of this activity? What did you do? What did the students do?*

Learning Activity 3. This is a sub-heading. Consider the questions below in the narrative: *Describe the instructional activity. What was the purpose of this activity? What did you do? What did the students do?*

Student Work Samples Activity 1 (are not counted in pagination)

Student Work Samples Activity 2 (are not counted in pagination)

Student Work Samples Activity 3 (are not counted in pagination)

Reflection (suggested 2 pages). You might consider the following questions in preparing your narrative: *What does the work of each of the two students suggest about next steps for your instruction? What is the evidence for that judgment? After assessing your two students' learning performance, what would you do differently – if anything – the next time you teach this content? What would you repeat? Why?*

Evidence required for Entry #2: To what extent does this portfolio provide clear and convincing evidence of the teacher's ability to use small group interaction to examine an important topic/concept/theme in their subject area? Does the teacher provide evidence of his/her ability to engage students in working on tasks that promote the importance of learning to work with others to develop knowledge and skills? Does the teacher provide evidence of their ability to describe, analyze, and evaluate students' participation and students' ability to think and reason?

Note: your pagination continues from Entry #1 (you do not restart page numbering).

Write a narrative addressing each of the following **headings**. Your written narrative will be 10-12 pages which is to provide a context for your instructional choices and which describes,

analyzes, and reflects on your teaching. In addition to the written narrative, you will submit a 15 minute video disc (DVD) that shows you circulating among and interacting with students who are engaged in small-group work

Please note the suggested page numbers for each heading [headings are in **boldface**, prompts are in *italics*].

Entry /#2: Small Group Instruction
(12-14 pages supported by a video presentation)

Instructional Context (suggested 1 page). You might consider the following questions in writing your narrative: *What is the grade level and number of students in the class featured in this entry? What is the title and subject matter of the lesson? What are the relevant characteristics of this class that influenced your planning of this instructional sequence: ethnic and cultural diversity; range of abilities; personality or make-up of the class? What particular instructional challenges are represented by the class?*

Planning (suggested 4-5 pages). You might consider the following questions in writing your narrative: *How does the information that you provided under the heading “Instructional Context” affect your instructional practice/planning for this lesson? What are the learning goals (lesson objectives) of this lesson from which the DVD is taken? How do these goals support/facilitate students’ understanding of the lesson objectives? How does the small group format and the instructional strategies support your learning goals? How does your choice of instructional materials (e.g., technology, lab equipment, manipulatives) support your learning goals?*

Analysis of DVD: (suggested 5-6 pages; DVD format of video). You might consider the following questions in writing your narrative: *How does what is seen in the DVD fit into the lesson as a whole? What came before the video? What came after the video?(in your narrative, set the context for the video). How well were the learning goals of the lesson achieved? How do you ensure fairness, equity, and access to learning for all students in your class? What interactions on the DVD show students learning to reason/think and to communication that reasoning/thinking to others? Does your analysis of this lesson suggest that your learning goals for these students were best achieved through small group interactions? How did your choice of instructional materials affect students’ learning experiences?*

Reflection (suggested 2 pages). You might consider the following questions in writing your narrative: *Identify what you consider to be critical moments or choices you made during instruction in the video segment that impacted the lesson. As you reviewed the video segment and recalled the lesson, what do you regard as one of the significant successes of this lesson? Why? What would you do differently and why if you were to this same lesson again with these students? How did what happened in the video segment influence your future instruction of this class or the students in your class?*

Evidence required for Entry #3: To what extent does this portfolio provide clear and convincing evidence of the teacher's ability to further student learning through work with families and the community, with colleagues and other professionals, and as a learner?

Note: your pagination continues from Entry #2 (you do not restart page numbering).

In this entry you will highlight your skills and expertise as an educator. Include your professional experiences as well as current teaching position. Describe your advanced (graduate) course work and how you have related that body of knowledge and skills to your classroom instruction. Also include district and state professional development and indicate the resulting impact to your improved practice. Provide documentation in the form of artifacts that validate your growth within the teaching profession and your achievements as a professional educator. As you are able, in each aspect of your professional vita, show how your practice has positively impacted student learning and/or improved communication with parents and positively impacted the community.

Please note the suggested page numbers for each heading [headings are in **boldface**, prompts are in *italics*].

Entry #3: Professional Vita and Background Evidences
(13-17 pages; documentation not included in the pagination)

Current Professional Vita (2-3 pages; **single spaced**). In preparing your vita/resume consider the following: *Include degrees earned, work experience, achievements, etc. This is a "traditional vita." This portion of the Portfolio should be single spaced.*

Strengthens Teaching Skills through Professional Development (3-4 pages). For your narrative, consider the following: *How have your courses of study improved your professional practice? In this section, you should describe the advanced courses (graduate) you have completed and how this study has impacted your professional developments. How have you integrated your graduate study and other professional development into improved practice? How have you integrated school, district, or state level training into your practice?*

Impacts Student Learning through Work with Families and Community (3-4 pages). For your narrative, consider the following: *Explain how you reach out to students and their families. How do you communicate with parents/families in an interactive (two-way) manner? How do you involve parents in the learning of their children (your students)? How are you involved in the community to promote the educational profession?*

Works with Colleagues to Improve Instruction (2-3 pages). For your narrative, consider the following: *How are you involved with colleagues in promoting the profession? In what ways do you interface with other educators to improve teaching/learning? Provide evidence that you work effectively as a team player in the advancement of teaching/learning.*

Shares Expertise with Others and Provides Leadership to Improve Instructional Practice (~ 2 pages). You may have some duplication from the preceding heading. Consider the following for your narrative. *Offer evidence of your leadership skills in improving instruction as well as efforts to share your knowledge/skills (expertise) with others.*

Deliberately Seeks to Improve Teaching and Learning (~ 2 pages). Consider the following for your narrative. *Reflect on the significance of your accomplishments and how you intend to continue your professional growth during the remainder of your career.*

Documentation (not included in pagination). *Somewhat like an appendix, provide artifacts that support your professional growth and development as an educator. Depending on how many years you have taught, documentation may be only a few pages or many pages.*

What your Table of Contents should look like:

PROFESSIONAL EDUCATOR PORTFOLIO

Entry #1, Assessment of Student Work

<i>Instructional Context</i>	page xx
<i>Knowledge of students as individuals with diverse backgrounds</i>	page xx
<i>Planning</i>	page xx
<i>Identification of learning goals appropriate for students</i>	page xx
<i>Teaching strategies that meet learning needs and set high expectations</i>	page xx
<i>Linking important content with appropriate instruction</i>	page xx
<i>Assessment of student understanding through a variety of strategies</i>	page xx
<i>Establishes a fair and accessible learning environment</i>	page xx
<i>Analysis of two student responses and work samples</i>	page xx
<i>Student A</i>	page xx
<i>Student B</i>	page xx
<i>Learning Activity 1</i>	page xx
<i>Learning Activity 2</i>	page xx
<i>Learning Activity 3</i>	page xx
<i>Student Work Samples Activity 1</i>	
<i>Student Work Samples Activity 2</i>	
<i>Student Work Samples Activity 3</i>	
<i>Reflection</i>	page xx

Entry #2: Small Group Instruction

<i>Instructional context</i>	page xx
<i>Planning</i>	page xx

Analysis of DVD page xx

Reflection page xx

Entry #3: Professional Vita and Background Information

Current professional vita page xx

Strengthens teaching skills through professional development page xx

Impacts student learning through work with families and community page xx

Works with colleagues to improve instruction page xx

Shares expertise with others and provides leadership to improve instructional practice page xx

Deliberately seeks to improve teaching and learning page xx

Documentation page xx

STUDENT RELEASE FORM

(To be completed either by the parents/legal guardians of minor students involved in this me, or by students who are more than 18 years of age that are involved in this project)

Dear Parent/Guardian:

This school year I will be completing a requirement for my master's degree. My graduate project is to develop a Professional Educator Portfolio. The primary purposes of this project are to enhance student learning and encourage excellence in teaching. This project requires that short vides of lessons taught in your child's class be submitted. Although the videos involve both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of videotaping, your child may appear on the video. Also, at times during the year, I may be asked to submit samples of student work as evidence of teaching practice, and that work may include some of your child's work.

No student's name will appear on any materials that re submitted. The form below will be used to document your permission for these activities.

Sincerely,

PERMISSION SLIP

Student Name:
School/Teacher:
School's Address:

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a completion of mater's degree requirements, and agree to the following:
(Please check the appropriate box below)

I DO give permission to you to include my child's image on video as he or she participates in a class conducted by _____ (teacher's name) at _____ (name of school). I also grant permission to reproduce materials that my child may produce as part of classroom activities. No last names will appear on any materials submitted by the teacher.

I DO NOT give permission to video my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian _____ Date _____

I am the student named. above and am more than 18 years of age. I have read and understand the project description give above. I understand that my performance is not being evaluated by this project and that my last name will not appear on any materials that may be submitted.

___ **I DO** give permission to you to include my image on video as I participate in this class and/or to reproduce materials that I may produce as part of classroom activities.

___ **I DO NOT** give permission to video me or to reproduce materials that I may produce as part of classroom activities

Signature of Student _____ Date _____
Date of birth _____

(Spanish versión of same form) ACUERDO DE CONSENTIMIENTO

(Para completar, ya sea por los padres o tutores legales de los estudiantes que participan en este proyecto, o por los estudiantes que tienen más de 18 años de edad que participan en este proyecto.)

Querido padre de familia/tutor legal:

En el transcurso de este año escolar voy a trabajar en un requisito para completar mi título de maestría. Mi proyecto consiste en crear una carpeta con un compendio o resumen de todas mis actividades como un educador profesional (*Professional Educator Portfolio*). Los principales propósitos de este proyecto son mejorar el aprendizaje de los estudiantes y estimular la excelencia en la enseñanza. Este proyecto requiere que yo presente escenas cortas de video de las lecciones que se enseñan en la clase de su hijo(a). Aunque el maestro(a) y los estudiantes aparecen en el video, la principal atención se centrará en la instrucción del profesor, no en los estudiantes. En el transcurso de las grabaciones del video, su niño(a) puede aparecer en la cinta de video. A veces durante el año, también se me puede pedir que presente muestras de trabajo de algún estudiante como evidencia de la enseñanza, y esto puede incluir algunos de los trabajos de su hijo(a).

Ningún apellido de los estudiantes aparecerá en los materiales que se envíen. El formulario que aparece a continuación se utilizará para documentar su autorización para realizar las actividades descritas arriba.

Atentamente,

Formulario De Permiso Paterno

Nombre del Estudiante: _____

Nombre de la Escuela / Nombre del Maestro(a): _____

Dirección de la Escuela: _____

Yo soy el padre / tutor legal del niño nombrado arriba. He recibido y leído su carta con respecto al requisito para completar el título de maestría y estoy de acuerdo en lo siguiente:

Yo le autorizo para que la imagen de mi hijo(a) aparezca en el video cuando él o ella participe en una clase realizada por _____ (nombre del maestro(a)) en _____ (nombre de la escuela). También concedo permiso para reproducir los materiales que mi niño(a) produzca en las actividades de la clase. Ningún apellido aparecerá en cualquiera de los materiales presentados por el maestro(a).

Yo NO autorizo que la imagen de mi hijo(a) aparezca en el video o que se reproduzcan los materiales que mi niño(a) produzca en las actividades de la clase.

Firma del padre o tutor legal _____ Fecha _____

Soy el estudiante nombrado arriba y tengo más de 18 años de edad. He leído y entiendo la descripción del proyecto mencionado anteriormente. Entiendo que mi rendimiento no está siendo evaluado por este proyecto y que mi apellido no aparecerá en ninguno de los materiales que sean presentados.

Yo le autorizo a usted para que incluya mi imagen en el video cuando participe en esta clase y / o reproduzca los materiales que yo produzca como parte de las actividades de la clase.

Yo NO autorizo que incluya mi imagen en el video o que se reproduzcan los materiales que produzca como parte de las actividades del aula.

Firma del Estudiante _____ Fecha _____

Fecha de nacimiento _____

What Happens

in

EDUC 6931

Capstone Seminar

EDUC 6931 will begin at the point in the portfolio that EDUC 6932 ended, but very likely will include the Steps repeated below. This course may be taken twice.

	Register for EDUC 6931 (this may be for a second time if needed)	In some cases, it may be necessary to take EDUC 6932 a second time, if needed to allow for satisfactory completion of the Capstone Portfolio.
Through the first few weeks	Corrections/modifications made if needed	A revision process for the final chapters of your paper will occur as needed, which will include meetings and/or discussions with your Instructor. As with the first portfolio sections, this process can take several revisions.
	Submit portfolio and DVD of teaching for final assessment at least 3 weeks before end of semester, following the packaging guidelines	A final assessment of your portfolio by your 6932 instructor will be done.
	Make sure all required copies and files are submitted to your instructor.	... and you are done!