

Program Completion Portfolio Guidelines, M.S. in Curriculum & Instruction Kansas State University

The M.S. in Curriculum & Instruction requires a Final Examination/Program Completion Portfolio and concurrent enrollment in EDCI 890 Master's Project. During a 50 minute scheduled session, a student must present a Program Completion Portfolio with documentation reflecting Student Learning Outcomes of the Master's Program. Committee member questions extend from the portfolio content reflecting the Student Learning Outcomes in the areas of knowledge, skills, and attitudes and professional conduct/dispositions developed during the M.S. program.

All portfolio requirements align with the Conceptual Framework for Kansas State University's Professional Education Program (*see italicized words under each entry*).

During the schedule M.S. Final Examination session, students will be required to conduct a well-organized 15 to 20-minute presentation based on portfolio entries; revealing both course/program synthesis and application of learning to practice.

Entries in the program completion portfolio include:

Entry 1: Professional Information (ATTITUDES AND PROFESSIONAL CONDUCT/DISPOSITIONS)

PROFESSIONALISM

Standards 12 & 13; Dispositions 5 & 6

- Resume
- Program of Study (including any Change of Program/Committee forms)
- Teaching License (if held)
- Graduate Admission Survey / Part II:
 - Self-Assessment of Student Learning Outcomes
- Mid-Point Self-Assessment Statement
- Final Self-Assessment of Student Learning Outcomes

* *All assessment and survey information can be accessed at:*

<https://www.coe.ksu.edu/assessment/curin/>

Entry 2: Philosophy of Teaching

PERSPECTIVES AND PREPARATION

Foundations of Education Standard 1; Dispositions 1 & 2

Complete a one to two (1-2) page, **single-spaced** philosophy that demonstrates beliefs in quality instruction, student learning, and diversity in the classroom.

Entry 3: Core C & I Courses (KNOWLEDGE)

PERSPECTIVES AND PREPARATION

Foundations of Education, Standard 1 & 2, Dispositions 1 & 2

Students and Learning, Standards 3 & 4, Dispositions 1 & 2

(A) Curriculum (3 hrs)

(B) Teaching and Learning (3 hrs)

(E) Research and Scholarship (3 hrs)

Each of these three general course areas from the Program of Study requires a one (1) page, **double-spaced** summary/overview containing a brief description of the course and a professional reflection on how the course content impacted your **knowledge** of curriculum and instruction. Include a selected course project for each course as documentation of knowledge of curriculum, teaching/learning, and research/scholarship. As you write, consider the question, *What did you gain from the experience in these courses that can inform your practice?*

Entry 4: Diversity (SKILLS)

PERSPECTIVES AND PLANNING

Students and Learning, Standards 3 & 4; Dispositions 1 & 2

(C) Diversity (3 hrs)

The course from the diversity area on the Program of Study requires a one (1) page, **double-spaced** summary/overview containing a brief description of the course and a professional reflection on how the course impacted your understanding and application of knowledge of diversity in curriculum and instruction. Include a selected course project or a diverse experience as documentation of application to students and learning.

Entry 5: Technology (SKILLS)

PERSPECTIVES AND PREPARATION

Foundations of Education, Standard 2

(D) Educational Technology (3 hrs)

The course from the technology area on the Program of Study requires a one (1) page, **double-spaced** summary/overview containing a brief description of the course and a professional reflection on how the course impacted your understanding and application knowledge of technology in curriculum and instruction. Include a selected course project or technology experience from the course as documentation of application of technology into curriculum and instruction. *Keep in mind that as you conduct your portfolio presentation, your committee members will be assessing your understanding and fluency with education technologies.*

Entry 6: Area of Specialization (KNOWLEDGE)

PERSPECTIVES AND PREPARATION

Content and Pedagogy Standards 5 & 6; Dispositions 1 & 2

(G) Area of Specialization (15 hours)

Complete a comprehensive summary and reflection, which includes all five of the courses taken for the Area of Specialization on your Program of Study. Please be sure to list and BRIEFLY describe the courses completed for this area. Then, provide a professional reflection on how the courses impacted your knowledge of content within your area of specialization. In your narrative, highlight specific course projects you completed that demonstrate your knowledge of curricular content and instructional pedagogy.

Entry 7: Applications of Learning (SKILLS)

PERSPECTIVES AND PREPARATION

Planning, Standards 7 & 8; Dispositions 1 & 2

LEARNING ENVIRONMENT

Standard 9, Disposition 3

INSTRUCTION

Standard 10 & 11; Disposition 4

For at least **three** selected courses, provide documentation of the **applications** of instructional pedagogy into a current (or potential) instructional or professional setting. Include learners' work samples, photographs, or data from actual instructional application (if applicable in your program). Provide evidence of the instructional strategies you have learned (e.g., lesson plans, students' work samples, or photos of activities you implemented in your classroom).

Entry 8: Impact on Student Learning / FIELD EXPERIENCE (SKILLS)

PERSPECTIVES AND PLANNING

Planning, Standards 7 & 8; Dispositions 1 & 2

INSTRUCTION

Standard 10 & 11; Disposition 4

Quality instruction can be documented through evidence of student learning. Several courses in the M.S. in C&I contain research projects that document student learning through qualitative/quantitative research (e.g., *EDCI 760 Teacher as Researcher*).

If your selected coursework did not include this component, you are responsible for conducting research in an educational setting to fulfill the purpose of this entry—impact on student learning. You may include a *KPA entry* (if in your first two years of teaching) or a *National Board Certification* entry on impact on student learning to align with this entry. A recent undergraduate student intern entry on *Impact on Student Learning* (less than 2 years old) may be approved

(e.g., the pre- and post-assessment from your Unit). An M.S. Thesis also may be used for this entry.

Entry 9: Professional Goals and Dispositions (ATTITUDES AND PROFESSIONAL CONDUCT/DISPOSITIONS)

PROFESSIONALISM

Standard 12 & 13; Dispositions 5, 6, 7, & 8

A. Identify short-term and long-term professional goals during your continuing career in the field of education.

B. Write a final one-page reflection about your growth in professional dispositions throughout the C&I Master's Program. Provide specific ways in which this program has impacted your professional practice positively. As you write, consider the question, *How have I improved as an educator?*

Entry 10: Professional Readings (ATTITUDES AND PROFESSIONAL CONDUCT/DISPOSITIONS)

PROFESSIONALISM

Standard 12, Disposition 5

A. Bibliography of textbooks, books, book chapters, and articles that had a professional impact on your learning and growth during the program (APA style)

B. Additional list of future professional reading

Note: This portfolio may be adapted by individual areas of specialization within the Curriculum and Instruction program. However, the **Final Examination/Masters Completion Portfolio Rubric** will be utilized to assess all M.S. in C&I students enrolled in EDCI 890 Master's Portfolio.

Additional Note: Students must complete the **C&I Graduate Exit Survey** prior to their Oral Examination. Access this form via: www.coe.ksu.edu/assessment/curin
Please print and submit the completed survey to your major advisor in a sealed envelope before your orals begin.