SOCIAL SCIENCE EDUCATION CANDIDATE PORTFOLIO REQUIREMENT

As a graduation requirement for the completion of the program, Candidates are required to compile 3 COPIES of a Portfolio that demonstrates the Candidate’s professional development as a result of completing the program. Items for the portfolio should be placed in a light weight 3-ring notebook or pocket folder with the items arranged in the order requested and separated with divider pages.

The Portfolio is due at the same time the committee receives your project.

Section I: Content Knowledge
In this section of the Portfolio, the Candidate will provide papers and projects that demonstrate improved content knowledge and skills as a result of completing the coursework for the MA.

The following items must be placed in this “Content” section of the portfolio:

1) At least SIX graded papers* or projects from the following courses:
   a. Three from courses Candidate took in his/her area(s) of concentration. (Each paper must be from a different course.)
   b. One from area outside of areas of concentration (must be from different courses).
   c. One from Teachers College Education Course (ED 865 or its equivalent).
   d. One from Seminar in Teaching Social Sciences course (SS 740 or its equivalent).

*We realize that not all professors return papers and/or papers with comments, so if graded papers or projects aren’t available, just run off a clean copy of each one to put in the portfolio and then discuss the grade(s) you received in the required expository essay.

2) An EXPOSITORY ESSAY in which the Candidate clearly and thoroughly....
   a. explains how each of the papers and/or projects included in the portfolio demonstrates his/her improved content knowledge and skills. Be sure to provide specific examples and references to the SIX papers and/or projects placed in this section of the portfolio.
   b. explains how the courses taken outside the area of concentration can be integrated into the Candidate's classes and/or how the knowledge from these other social science disciplines have improved Candidate's content knowledge and teaching skills. Specific examples from courses and/or papers and projects provided should be included in the explanation.

Please read the Portfolio Scoring Guide to see how this section will be evaluated.
Section II: Technology Project
For this section of the Portfolio, the Candidate will include a technology project that demonstrates his/her improved technological skills as a result of completing the required Technology course.

The following items must be placed in this “Technology” section of the portfolio:
1) A graded technology project from the required Technology course or its equivalent

2) A one-page explanation of how the knowledge used to create the technology project will be integrated into his/her classroom and/or how the required technology course improved the Candidate’s technology skills.

Please read the Portfolio Scoring Guide to see how this section will be evaluated.

Section III: Self-reflective Letter
In this section of the Portfolio, the Candidate will write a self-reflective letter (essay) that describes how the completion of the program has impacted the Candidate’s professional development and student learning in his/her classroom. The self-reflective letter must be double-spaced and at least two-three pages in length. The following topics MUST be addressed:

1) HOW the Candidate has improved his/her skills as a Critical Thinker, Creative Planner, and Effective Practitioner by completing the program. (Please address each of those areas in separate paragraphs.)

2) HOW the program has impacted/will impact student learning in the Candidate’s classroom.

Please note: The Candidate’s writing skills will also be evaluated (e.g., style and expression and conventions of standard English-grammar, usage, spelling, and sentence structure). See the Portfolio Scoring Guide for specific criteria.

Portfolio Due Date:
Candidates will submit 3 copies of the Portfolio, one for each committee member, when they submit their project. Both must be received at the same time.

Evaluation of Portfolio:
The Candidate’s Graduate Committee will evaluate the portfolio with a scoring guide. Please make sure each portfolio copy contains a copy of the scoring guide. (See Portfolio Scoring Guide below for specific grading criteria.)
SOCIAL SCIENCE EDUCATION PORTFOLIO

Scoring Guide

Name______________________________________   Semester ________________
Date Submitted _____________________________

Total Score ______________

I. Content Requirements
   A. Papers/Projects: Portfolio contains at least SIX papers or projects: 3 from area(s) of concentration (each must be from a different course: 1 from area outside of concentration, 1 from Teachers College Education course, and 1 from Seminar in Teaching Social Sciences course).

   B. Improved Content Knowledge: Candidate provides an expository essay in which he/she clearly and thoroughly explains how each of the papers and/or projects included in the portfolio demonstrates his/her improved content knowledge and skills. Specific examples and references related to submitted items are included in the explanation. Candidate's writing skills aid rather than detract from the reader's understanding. (Meets MAT Standard #1; must score 16 or higher)

   C. Integration of Social Sciences Disciplines: Candidate clearly and thoroughly explains how the courses taken outside the area of concentration can be integrated into the Candidate's classes and/or how the knowledge from these other social sciences disciplines have improved Candidate's content knowledge and teaching skills. Specific examples from courses are included in the explanation. Candidate's writing skills aid rather than detract from the reader's understanding. (Meets MAT Standard #2; must score 4 or higher to meet the standard)

II. Technology Project
   Candidate has included a technology project created in the required technology course and an explanation of how the knowledge used to create the technology project will be integrated into his/her classroom. Candidate's writing skills aid rather than detract from the reader's understanding. (Meets MAT Standard #4; must score 4 or higher.)

III. Self-Reflective Essay
   Candidate clearly and thoroughly describes how the MAT program has improved his/her skills as a Critical Thinker, Creative Planner, and Effective Practitioner and how it has impacted student learning in his/her classroom. For EACH area of the conceptual framework, the Candidate includes specific examples from his coursework/assignments/projects that have contributed to his/her improvement in each area. The Candidate also describes how completion of the MAT program has impacted student learning and/or will impact student learning. Candidate's writing skills aid rather than detract from the reader's understanding. (Meets goals of ESU Conceptual Framework and MAT Standards #3 and #5; must score 10 or higher.)

TOTAL __________/50

*If Candidate does not receive a total score over 40, he/she will be asked to resubmit the portfolio before approval for graduation will be granted.