Guidelines for the MAT Teaching and Learning Portfolio

What is the MAT Portfolio?
The MAT Teaching and Learning Portfolio requires you to demonstrate teaching competence and describe the ways the program has prepared you to be a wise, reflective, and effective teacher. Using the College of Education’s Conceptual Framework, the MAT emphasizes the following domains of learning 1) THE LEARNER AND LEARNING, 2) CONTENT KNOWLEDGE, 3) INSTRUCTIONAL PRACTICE, 4) PROFESSIONAL RESPONSIBILITY, and 5) EDUCATION RESEARCH and includes 11 entries:

• THE LEARNER AND LEARNING
  o Entry 1: Learner Development.
  o Entry 2: Learning Differences.
  o Entry 3: Learning Environment.

• CONTENT KNOWLEDGE
  o Entry 4: Content Knowledge.
  o Entry 5: Application of Content.

• INSTRUCTIONAL PRACTICE
  o Entry 6: Assessment.
  o Entry 7: Planning for Instruction.
  o Entry 8: Instructional Strategies.

• PROFESSIONAL RESPONSIBILITY
  o Entry 9: Professional Learning and Ethical Practice.
  o Entry 10: Leadership and Collaboration.

• EDUCATION RESEARCH
  o Entry 11: Action Research Project.

What is Included in Each Entry?
For each entry you will select one to three artifacts to demonstrate your mastery and application of ideas and skills in the COE Conceptual Framework and, for entry #11, your ability to successfully conduct action research to improve your teaching. Each entry will also contain a reflection/discussion section (a maximum of 400 words).

Artifacts. An artifact is compelling evidence that you have mastered one or more of the ideas and skills contained in the COE Conceptual Framework and your ability to conduct action research. A good artifact is professionally presented, personally meaningful, and accompanied by an insightful, thoughtful, and clear reflection/discussion. All artifacts should be clearly labeled. Example artifacts include:
  o Course papers, lessons, units, projects, reflections, or other relevant materials.
  o Field experience observations, reflections, video, or other relevant materials.

• Reflection/Discussion. The first paragraph of your reflection/discussion should provide an analysis of the ideas or skills associated with entry. In other words, the first paragraph should address the following question:

  o In what specific ways do the ideas and skills of this entry promote effective teaching and/or foster student learning?
Subsequent paragraphs discuss the ways in which the artifacts you have selected demonstrate your thinking and ability to apply the entry to learning and teaching.

- *In what specific ways does this/these artifact(s) demonstrate a synthesis and/or application of the ideas and skills associated with this entry?*

**How Do I Submit the Portfolio?**
The portfolio is submitted in KSOL in the EDCI 890 course. Unlike other courses, EDCI 890 is available to students throughout their program to enable continuous access to the portfolio. Every entry includes a place to upload artifacts and a space to provide reflection/discussion.

**How is the Portfolio Evaluated?**
Your master’s degree supervisory committee (three faculty members) will examine and assess your M.A.T. Portfolio. Grading for this course will be by Credit or No Credit.
<table>
<thead>
<tr>
<th>COE Conceptual Framework Principles</th>
<th>Related Concepts and Skills</th>
<th>Possible Artifacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>THE LEARNER AND LEARNING</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Entry 1: Learner Development</strong></td>
<td>Practical Wisdom and Judgment</td>
<td>Lesson Plans, Unit Plans, Video Excerpts, Student Feedback</td>
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<tr>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.</td>
<td>Contexts of Education, Learning Theory, Child Development, Culturally Relevant Instruction, Classroom Management and Motivation</td>
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<tr>
<td><strong>Entry 2: Learning Differences</strong></td>
<td>Practical Wisdom and Judgment</td>
<td>Personal profile, Harvard IAT Tests, Multicultural lesson plans, Racial identity development reflection</td>
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<td>The teacher uses understanding of differences in individuals, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.</td>
<td>Contexts of Education, Teacher Cultural Autobiography, Culturally Relevant Instruction, Research-Based Teaching Skills, Research-Based Teaching Strategies, Classroom Management and Motivation</td>
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<td><strong>Entry 3: Learning Environment</strong></td>
<td>Practical Wisdom and Judgment</td>
<td>Popular Media Artifacts (such as video clip, tweet, news articles) reaction paper, Lesson Plans, Student Feedback, Teacher Reflections, Teaching Observations and Evaluations</td>
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<td>The teacher works with others to create environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>The Contexts of Education, Student Diversity, Reflection, Culturally Relevant Instruction, Research-Based Teaching Skills, Research-Based Teaching Strategies, Technology in the Elementary Classroom</td>
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## CONTENT KNOWLEDGE

### Entry 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.*

*CThis entry may be up to 800 words.*

### Entry 5: Application of Content

The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

## INSTRUCTIONAL PRACTICE

### Entry 6: Assessment

The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

### Entry 7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
### Curriculum Standards
- Resources for Planning
- Principles of Planning

#### Entry 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

- Practical Wisdom and Judgment
- Pedagogical Content Knowledge
- Research-Based Teaching Skills
- Research-Based Teaching Strategies
- Instructional Planning

#### Professional Responsibility

##### Entry 9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Practical Wisdom and Judgment
- Professionalism
- Contexts of Education

- Professional Development Plan
- Professional Goals Statement
- Teacher Reflections
- Student Reflections
- Student Evaluations

##### Entry 10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

- Practical Wisdom and Judgment
- Professionalism
- Contexts of Education

- Teacher Reflections
- Student Reflections
- Feedback
- Parent Communication
- Teacher Newsletter
- Service Activities

#### Education Research

##### Entry 11: Action Research Project
The teacher seeks, analyzes, and uses research and data to make wise judgments about curriculum, instruction, and assessment.

- Practical Wisdom and Judgment
- Characteristics of High Quality Research
- Development of Appropriate Action Research Questions
- Use of Rigorous Research Methods and Analyses
- Dissemination of Research

- Action Research Project/Report*
- Culturally Responsive Action Research Project
- Forms of Capital Interview and Report
- *REQUIRED
MAT PORTFOLIO RUBRIC

5 Distinguished/Exceptional: Evidence demonstrates exceptional analysis, synthesis, and application.
- Artifacts provide an exemplary illustration of the MAT’s core ideas and skills.
- Reflection/discussions include an exceptional analysis of the ideas and skills of the entry and clearly justifies selection of artifact(s) by providing exceptional evidence of professional self-reflection skills.
- Artifacts and reflection/discussions are extremely well organized and professionally presented (e.g., vocabulary, formatting, spelling, grammar).

4 Proficient: Evidence demonstrates comprehensive analysis, synthesis, and application.
- Artifacts provide a strong illustration the MAT’s core ideas and skills.
- Reflection/discussions include a very good analysis of the ideas and skills of the entry and clearly justifies selection of artifact(s) by providing strong evidence of professional self-reflection skills.
- Artifacts and reflection/discussions are well organized and professionally presented (e.g., vocabulary, formatting, spelling, grammar).

3 Satisfactory: Evidence demonstrates substantial analysis, synthesis, and application.
- Artifacts provide an acceptable illustration the MAT’s core ideas and skills.
- Reflection/discussions include a satisfactory analysis of the ideas and skills of the entry and justifies selection of artifact(s) by providing adequate evidence of professional self-reflection skills.
- Artifacts and reflection/discussions are mostly well organized and professionally presented (e.g., vocabulary, formatting, spelling, grammar).

2 Basic/Needs Improvement: Evidence demonstrates some analysis, synthesis, and application.
- Artifacts provide limited evidence of the MAT’s core ideas and skills.
- Reflection/discussions do not include satisfactory analysis of the ideas and skills of the entry and do not satisfactorily justify selection of artifact(s) or adequate evidence of professional self-reflection skills.
- Some artifacts and reflection/discussions are not well organized or professionally presented (e.g., vocabulary, formatting, spelling, grammar).

1 Unsatisfactory: Evidence demonstrates little or no analysis, synthesis, and application.
- Artifacts fail to connect to the MAT’s core ideas and skills.
- Reflection/discussions are unsatisfactory and fail to justify selection of artifact(s) or provide adequate evidence of professional self-reflection skills.
- Some artifacts and reflection/discussions are not well organized or professionally presented (e.g., vocabulary, formatting, spelling, grammar).