

M.Ed. in Literacy (Reading)
Portfolio Packet

WCU M.Ed. in Literacy
Literacy Master's Portfolio Guide
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Literacy Master’s Portfolio General Information

As part of your work in the M.Ed. in Reading program, you will complete a portfolio. The development of a portfolio is a companion experience integrating your learning and university-based experiences. The portfolio is designed to document and demonstrate your learning throughout the academic program. In addition, this assignment will serve as our program assessment for 2017 ILA **Foundational Knowledge** standard elements (components 1.1, 1.2, 1.3) for specialized literacy professionals. Standards can be found at: <http://literacyworldwide.org/docs/default-source/resource-documents/draft-ila-standards-2017.pdf>)

Theoretical Foundations in the WCU M.Ed. in Reading Program

In order to make wise pedagogical choices and to lead with focus and vision, it is important to ground your instructional practice in the theoretical ideas and accompanying research that shape the field. Our program faculty embody and reflect four major theoretical perspectives out of which most literacy theory, research, and teaching practice extend. A theoretical perspective is “the umbrella category into which similar theories fall,” (Tracey & Morrow, 2012, p. 12). As such, you will encounter these four theoretical perspectives (the Constructivist and Social Constructivist Perspective; the Developmental Perspective; the Cognitive-Processing Perspective; the Socio-Cultural and Critical Literacy Perspective) across your M.Ed. courses.

In addition, you will learn about individual theories related to literacy and learning that fall under and across the four theoretical perspectives named above. We will utilize the following definitions to understand individual theories:

- “Theories are explanations grounded in belief systems usually supported by extensive research and databases, and often held by large groups of people,” (Tracey & Morrow, 2012, p. 3)
- A theory is “...a well-documented explanation for a phenomenon related to teaching and/or learning,” (Tracey & Morrow, 2012, p.4)

One of the goals of this portfolio is to provide a space in which you can demonstrate the development of theoretical knowledge from across the majority of the courses in the program. Specifically, the portfolio will provide you an opportunity to share the theories and beliefs about teaching and learning that shape your practice. It will be important for you to develop a system by which you can keep track of and organize the theoretical perspectives and theories about which you have learned in the program (See sample chart for one idea of how to do so).

The Portfolio Development Process:

The portfolio process will be completed throughout your time in the M. Ed. Program (See Portfolio Contract). You are responsible for:

1. Collecting and selecting assignments from your courses for use as artifacts in your portfolio
2. Creating new works (2 category reflections and 1 vision statement) to include in your portfolio
3. Attending a portfolio peer review workshop and giving/receiving feedback with peers regarding the drafts of new works for the portfolio

4. Submitting your portfolio for evaluation in a timely manner and in accordance with the M.Ed. in Literacy (Reading) Portfolio Policy, as described in the Graduate Catalog from your academic year of entry into the program.

The portfolio process will consist of four distinct phases:

Phase 1: Artifact Collection

- You will collect potential artifacts from your courses to include in your portfolio. Faculty members may suggest assignments from their courses that might make for ideal portfolio artifacts. However, you may select any course assignment providing it meets the criteria for inclusion (See Portfolio Contract in Appendix A). You should plan to save and store your own artifacts until you reach Phase 3.

Phase 2: Artifact Selection and Written Reflections

- You will select your 4-5 artifacts and write a reflection for each category (1) the evolution of your literacy philosophy and your literacy teaching practice; (2) and the development of your commitment to social justice and/or critical pedagogy that fosters student agency and draws on their funds of knowledge. You will be provided a list of reflection questions to consider that you may use to prepare your reflections (See Appendix C).

Phase 3: Developing a Vision Statement

- You are eligible to begin phase 3 of the portfolio after completing the following courses: EDR 505, EDR 507, EDR 509, EDR 516, EDR 519, and either EDR 512 or EDR 532.
- You will respond to the assigned topic and compose a vision statement. You will develop a thesis statement that succinctly summarizes your vision and then support your vision by utilizing your knowledge of at least two theoretical perspectives including specific theories and research studies. You will explain how you might implement your vision in your school or district utilizing your knowledge of classroom literacy practice and your artifacts (where appropriate). This essay should be 8-10 pages (12 point font, double spaced, 1 inch margins).

Phase 4: Portfolio Finalization

- You will attend a portfolio peer review workshop facilitated by the graduate coordinator. At this workshop, we recommend that you have the following items: your artifacts, a draft of each category reflection, and a draft/outline of your vision statement. The more prepared you are, the more you will benefit from this workshop.
- Based on peer feedback, you will revise your portfolio.
- You will submit your final portfolio for evaluation by 2-3 faculty members. Portfolios must be submitted for evaluation prior to your final semester in the program. Portfolio submissions are due at the end of the first week of February or the end of the first week of October. Request for approval of your portfolio submission must be made in writing to the graduate coordinator by December 1 for the February submission date and by August 1 for the October submission date.
- If the portfolio does not meet the criteria for passing, you will have one semester to revise, address the criteria, and resubmit. Portfolio resubmissions are due at the end of the first week of February or the end of the first week of October.

Reflection Assignment Description

After selecting 4-5 artifacts created throughout the courses in your M.Ed. program, you will need to write 2 reflections (one per category) explaining your development in the following categories:

1. How have your literacy philosophy (beliefs about teaching and learning) and your literacy teaching practice evolved during your time in the M.Ed. program?
 - Identify several core beliefs.
 - Explain how these core beliefs are grounded in theoretical perspectives or theories.
 - Connect these core beliefs to your classroom practice.
 - Use artifacts to support where appropriate.
2. How has your commitment to social justice and/or critical pedagogy that fosters students' agency and draws on their funds of knowledge developed during your time in the M.Ed. program?
 - Explain what it means to you to be a social justice educator.
 - Explain how you foster student agency.
 - Explain how you draw on the funds of knowledge students bring into the classroom.
 - Connect your ideas to theoretical perspectives and theory.
 - Use artifacts to support where appropriate.

For each reflection, discuss how your thinking and practice has evolved in the given category in relation to what you have learned in your M.Ed. courses (see Appendix C) . In each reflection, discuss how the selected artifact(s) are evidence of the development of your literacy philosophy and practice and/or the development of your commitment to social justice and critical pedagogy. Each artifact does not need to be discussed in each reflection; however, each reflection should reference at least two artifacts included in the portfolio and all artifacts must be referenced in at least one reflection paper. In addition to discussing changes in each category, artifacts should be meaningfully integrated into the reflection. You should use your artifacts to articulate key points in your development or major themes in your reflection. Be sure to include citations from course readings to support your ideas. Each reflection should be approximately 3-4 pages (12 point font, double spaced, 1 inch margins).

Vision Statement Assignment Description

Assignment Introduction

You will respond to the topic below and write a vision statement synthesizing your learning from your M.Ed. coursework to support your vision. To synthesize means to combine individual parts into a new whole. For this assignment, the individual parts from which you will need to draw are: (a.) the artifacts you have selected for inclusion in your portfolio (where appropriate), (b.) the theoretical knowledge that you have developed over the course of your program thus far, (c.) your classroom practice and field experience with readers and writers, and (d.) your understanding of the historical and evidence-based foundations of reading, writing, speaking, and listening development in order to develop a voice in the profession to advocate for best practice.

The new “whole” that you will create is this essay, in which you will use the above parts to explain your response to the following topic. Your essay should be 8-10 pages (12 point font, double spaced, 1 inch margins). The purpose of this essay is to evaluate the development of your theoretical knowledge for literacy instruction, as applied to a real-world issue, in a manner that is both authentic and interesting. You do not have enough space to be comprehensive, instead, you must write in a manner that is well-organized, clear, and focused.

Topic:

One important role of a reading specialist is to inform others about and advocate for high quality literacy instruction for all students. You are interviewing for a reading specialist position at a school that is looking to improve their current instructional model for teaching literacy and you have been asked to share your ideas for improving the existing model. Based on your knowledge of theoretical models and research, please explain your vision for a school-wide approach to high-quality literacy instruction for grades preK-6 or 6-12. Be sure to address all components of literacy: vocabulary, comprehension, writing, orthographic knowledge (including spelling), speaking, listening, viewing and visually representing. Address the importance of motivation, engagement, culturally relevant materials and pedagogy, and using assessment to inform instruction.

Writing your Vision Statement:

Develop a statement that succinctly summarizes your vision for high quality literacy instruction for all students. Explain your vision by utilizing your knowledge of at least two theoretical perspectives including specific theories and research studies. Keep in mind that your response will be evaluated on how well you utilize this knowledge to support your vision. Explain how you might implement your vision in your school or district utilizing your knowledge of classroom literacy practice and your artifacts (where appropriate). Be sure to make clear connections between the literacy practices discussed and the vision and underlying theoretical perspectives and theories that comprise your thesis.

Appendix A: Literacy Master's Portfolio Contract

My signature on this page indicates that I understand my responsibilities and obligations in relation to the Portfolio Requirement of the M.Ed. in Literacy Program:

- I have read the Portfolio Policy in the graduate catalogue published during my year of entry into the program.
- I am aware that I must access the assignment description and related documents on the Literacy Department's website and/or TK20 and that I may address any questions related to the requirements and/or timeline and logistics to the current Literacy Department Assessment Coordinator and/or Graduate Coordinator. I recognize that the assignment description and related documents on the department's website and on TK20 contain information and details that are not reflected in this contract.
- I understand that it is recommended that I develop a system to keep track of and organize the theoretical perspectives and theories about which I have learned in the program.
- I understand that I need to purchase a Tk20 account that will be valid for a 7-year period at the one-time cost of \$103 via the Tk20 log-in page, <http://wcupa.tk20.com>.
- I understand that I need to purchase and read *Lenses on Reading: An Introduction to Theories and Models* (Tracey & Morrow, 2017) and that sections of this text may be used in some courses across the program.
- Because artifacts should come from different courses at different points in my program, I understand that it is in my best interest to save and store all work completed in my courses at least until artifacts are selected for final inclusion in the portfolio. It is solely my responsibility to save and store my work in the M.Ed. Program. In the event that I lose my work, it is my responsibility to locate, recreate, and/or utilize the work that I do have. I recognize that this may impact my ability to successfully complete this requirement of the program.
- All artifacts should be my or my group's original coursework. If I choose to submit an artifact that was completed as part of a group, I must be prepared to explain how the artifact directed my individual evolution as a learner/reading professional.
- I recognize that the portfolio reflection papers and vision statement are not completed in the confines of any particular course and that I must allocate my own time to complete these portions of the portfolio.
- I understand that it is my responsibility to attend a portfolio review session prior to the submission of my final portfolio. I recognize that this is the only structured opportunity to receive feedback on my work. I understand that the better prepared I am, the more productive this review session will be.
- I understand that I am not permitted to solicit feedback regarding the portfolio reflection papers and vision statement from any faculty member prior to submitting my portfolio for evaluation.
- I understand that this signed contract must be uploaded to TK20 prior to completing my first course in the program.

Student's Signature

Date

Appendix B: Literacy Master's Portfolio Submission Checklist

- I. Artifacts:**
My portfolio contains 4-5 final artifacts from the courses in my program and only these artifacts are uploaded to my TK20 portfolio.
- II. Reflections:**
My portfolio contains 2 reflection papers, 3-4 pages each (12 point-font, double-spaced, 1-inch margins).
One reflection paper discusses the evolution of my literacy philosophy and my literacy teaching practice.
The other reflection paper discusses the development of my commitment to social justice and/or critical pedagogy that fosters students' agency and draws on their funds of knowledge.
I have reviewed both rubrics for the reflection papers to informally self-assess both papers.
- III. Vision Statement:**
My portfolio includes a vision statement that is 8-10 pages (12-point font, double-spaced, 1-inch margins) where I explain my vision in response to the provided literacy topic.
I have reviewed the rubric for the vision statement to informally self-assess my paper.
- IV. Portfolio Review Session**
I have attended a portfolio review session prior to the submission of my final portfolio.

Appendix C: Literacy Master's Reflection Questions

Below are some questions you might consider when writing each reflection. You do not need to address every question below. These are options to help structure your thinking and get you started writing in an organized fashion. Your reflection should demonstrate a commitment to thinking in a deep and meaningful manner both as an adult learner and a reading specialist candidate. Your reflection should include an introduction, a conclusion, and be written in a manner that is clear, complete, and error-free.

General questions to consider when reflecting:

- What?: Describe the ideas, the artifacts, or the learning that you have done in this area.
- So what?: What is the significance of the ideas, the artifact, or the learning for you as a teacher or a reading specialist candidate?
- Now what?: How does this idea, artifact or learning change what you believe or do? What new questions do you have? What new goals does this lead you to set?

1) Questions to consider when reflecting on the evolution of your literacy philosophy and your literacy teaching practice:

- How has your literacy philosophy and literacy teaching practice evolved?
 - What research, theories, theorists, and/or theoretical perspectives have influenced you to change your literacy philosophy and/or literacy teaching practice?
 - How does the selected artifact(s) show evidence of the evolution of your literacy philosophy and/or literacy teaching practice?
 - What key moments or critical incidents led you to change your literacy philosophy and/or literacy teaching practice?

2) Questions to consider when reflecting on the development of your commitment to social justice and/or critical pedagogy that fosters students' agency and capitalizes on their funds of knowledge:

- How has your commitment to social justice and critical pedagogy developed while enrolled in the M.Ed. program?
 - Why and/or how have you changed your teaching practice to reflect this commitment?
 - What has influenced this development?
 - How does the selected artifact(s) show evidence of development of your commitment to social justice and critical pedagogy?
 - What key moments or critical incidents have led you to see things differently?
 - When have you had the chance to see texts, others, or the world through perspectives other than your own? What have you learned from that experience?

Appendix D: Sample Theory Chart

Theoretical Perspective	Theory	1 or 2 Key Theorist(s)	1-3 sentences explaining the key concepts or cornerstones	2-4 classroom applications/ activities

