

**Using *Portfolios as
Evidence of Candidate
Growth & Program Impact***

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Portfolios in a Local Context

- **Intern Portfolio Requirement**

The portfolio is a project synthesizing your academic and field work across your teacher preparation program and is created to demonstrate your progress in teaching and to use as a tool in your search for a teaching position (WMU Intern/Mentor Handbook, 2004, p. 19).

- **NCATE Accreditation, Fall 2006**

NCATE Standard 2: Program assessment systems must collect standards-based performance data in each program area, as well as analyze and take action based on this data.

- **College of Education *iWebfolio* & *TracDat* Pilot, beginning 2004/2005**

University Assessment Grant Goals:

2004/05 and 2005/06 Academic Years

1. *Support students in selecting DEVELOPMENTAL portfolio artifacts that address national, state and unit standards for best practice.*
2. *Support students in selecting EXIT portfolio artifacts that address national, state and unit standards, including the analysis of student work.*
3. *Use technology to develop a program-wide assessment system for managing and analyzing data collected at various points during students' professional program.*

Early Challenges

- What is a portfolio? What purpose does a portfolio serve?
- Building a departmental culture that embraces assessment, complicated by large numbers of part-time instructors.
- Introducing a new practice, e.g. portfolios **AT THE SAME TIME** we introduce a new technology, e.g. *iWebfolio*.

Early Accomplishments

- **Implementation of *iWebfolio* and *TracDat***
 - *Developing templates*
 - *Faculty training & student incentives*
- **Identify artifacts for “developmental” portfolio**
- **Refine *Analysis of Student Work* for “exit” portfolio**
- **Review of Portfolio Literature**
 - *Portfolios in teacher preparation*
 - *Electronic formats for teacher portfolios*
 - *Accreditation portfolios and program assessment*
 - *“Analysis of Student Work” as a portfolio task*
- **Biweekly meetings of the “Assessment Team”**

Next Steps...

- **Develop & test portfolio rubric(s) with sample portfolios.**
- **Facilitate departmental culture that understands & embraces assessment, e.g. brown bags, lending library, goWMU discussion group.**
- **Implement research plan...**

Research Questions and Data Collection, Phase I

1. *What do candidate portfolios look like as they progress through the program, e.g. how are they structured, what do they contain?*
2. *What evidence do portfolios provide of candidate learning?*

Data Sources:

- **Sample EXIT portfolios** (low/middle/high) from each cluster site (n=50/semester).
- **Sample DEVELOPMENTAL portfolios.** (low/middle/high) from faculty using portfolios (n=20/semester).

Data Collection, Phase I

3. *What are candidate's perceptions of the portfolio process, including what they learned?*

Data Sources:

- Candidate exit survey (n=500/semester).

4. *What is the faculty's understanding of and experience with portfolios?*

Data Sources:

- Survey TLL Faculty.
- Focus Group Interview with "Portfolio Faculty".

Focusing the Work...

The TLL Assessment Project is a researchable pilot project focused on creating, collecting, assessing and studying developmental and exit portfolio artifacts designed specifically to inform the NCATE accreditation process, the university/college/program assessment process, as well as contribute to the knowledge-base on teacher preparation.