

**PORTFOLIO PROJECT
MAED IN PHYSICAL EDUCATION**

The purpose of this portfolio project is to compare your graduate program experiences with five NCDPI standards and their key indicators (see below). The format of your portfolio should be as follows:

1. Organize your portfolio into five sections, one for each standard. Clearly label or title each section by standard.
2. In each section, include
 - a. A minimum 2 page narrative describing how each *indicator* was met (describe projects, class discussions, etc). Bold and refer to each indicator by number. These do not need to be addressed sequentially—it may be easiest to talk about how a particular assignment met **indicator 4**, or how an in-class discussion accomplished several things (**indicators 2 and 7**).
 - b. Include two products to serve as evidence for each standard. If necessary, you may use a product for more than one standard.
3. Evaluation rubric at the end of this document.
4. The portfolios are due two weeks prior to graduation.

IA. Instructional Expertise

The candidate demonstrates instructional expertise by applying the theoretical, philosophical, and research bases for educational practice in P-12 settings to improve student learning.

Indicators:

1. The candidate plans, implements, and evaluates instruction that is rigorous, coherent, and consistent with a well-developed theoretical and philosophical base and best practices emerging from educational research.
2. The candidate designs and modifies instruction and learning environments based on assessment of student learning problems and successes.
3. The candidate monitors the effects of instructional actions, selection of materials, and other instructional decisions on students' learning and behavior.
4. The candidate incorporates findings from educational literature into school and classroom strategies to improve student learning.
5. The candidate understands and links subject matter and students' developmental and diverse needs in the context of school settings.
6. The candidate uses technology to create learning environments that support students' learning.

7. The candidate seeks, implements, and evaluates the best pedagogical practices for the subjects taught within the context of a specific school setting.

8. The candidate demonstrates the ability to integrate literacy across the curriculum.

IB. Knowledge of Learners

The candidate incorporates knowledge of the nature of the learner, learning processes, variations in learning abilities and learning styles, and strategies for evaluating learning into the planning, delivery, and evaluation of instruction.

Indicators:

1. The candidate seeks to increase understanding of and respect for differences in students, including exceptionalities.

2. The candidate designs and delivers instruction that is responsive to differences among all learners.

3. The candidate reflects on and modifies instruction that fosters student learning.

4. The candidate understands and respects differences between the learning behaviors and outcomes expected in diverse communities.

5. The candidate creates and maintains a classroom environment conducive to learning in which all learners feel welcome and can be successful.

IC. Research

The candidate uses research to examine and improve instructional effectiveness and student achievement.

Indicators:

1. The candidate critically reads and applies historical and contemporary educational literature, including theoretical, philosophical, and research materials.

2. The candidate uses student and school performance data to improve student learning, classroom processes, and school practices.

3. The candidate investigates educational problems through action research.

ID. Content Knowledge

The candidate demonstrates advanced depth and breadth of knowledge and skills in the academic discipline and in education.

Indicators:

1. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice as appropriate to the discipline.

2. The candidate analyzes and articulates relationships between and among theory, philosophy, research findings, and current practice across disciplines.

3. The candidate demonstrates theoretical and applied advanced content knowledge.

4. The candidate understands current knowledge and trends in education.

IE. Professional Development and Leadership

The candidate engages in continued professional development and provides leadership at the classroom, school, and community levels, and within the profession.

Indicators:

1. The candidate initiates professional inquiry through reading, dialogue, reflection, professional development, and action research.
2. The candidate seeks, evaluates, and as appropriate, acts on input from educators, parents, students, and other members of the community for continuous improvement.
3. The candidate participates, formally and informally, in appropriate professional communities.
4. The candidate participates in collaborative leadership to address educational problems.
5. The candidate provides leadership in working with parents and strengthening the home-school partnership.

MAED 625: PHYSICAL EDUCATION PORTFOLIO RUBRIC

STUDENT _____

EVALUATOR _____

<i>Standard</i> ____	5	4	3	2	1/0
<i>Organization and Mechanics</i> Score ____	This section of the portfolio is neat, well organized and complete—all indicators are addressed. There are no errors in spelling, punctuation or grammar.	This section of the portfolio is well organized and complete—all indicators are addressed. There are only a few minor errors in spelling, punctuation or grammar.	This section of the portfolio organized; one indicator is not addressed. There are a noticeable number of errors in spelling, punctuation or grammar.	This section of the portfolio is organized, but incorrectly. Several indicators are not addressed. There are a noticeable number of errors in spelling, punctuation or grammar.	This section is noticeably lacking in organization. Several indicators are not addressed. The number of errors in spelling, punctuation or grammar is unacceptable.
<i>Reflection</i> Score ____	Reflection clearly addresses the indicators; analysis is thoughtful, in-depth, and insightful.	Reflection clearly addresses the indicators; analysis is thoughtful.	Reflection largely addresses the indicators; some analysis thoughtful and some is basic.	Reflection largely addresses the indicators; most analysis is basic.	Reflection does not clearly address the indicators; most analysis is basic and some is lacking or incorrect.
<i>Documentation</i> Score ____	Examples clearly connect with indicators and how it applies to actual student needs and challenges.	Examples connect with indicators and how it applies to actual student needs and challenges.	Examples seem to connect with indicators and how it applies to actual student needs and challenges.	Examples do not provide a clear enough connection with how it applies to actual student needs and challenges.	Examples do not connect with how it applies to actual student needs and challenges.
<i>Overall Impact</i> Score ____	This section clearly and convincingly demonstrates the student's knowledge/learning in Physical Education.	This section clearly demonstrates the student's knowledge/learning in Physical Education.	This section adequately demonstrates the student's knowledge/learning in Physical Education.	This section inadequately demonstrates the student's knowledge/learning in Physical Education.	This section does not demonstrate the student's knowledge/learning in Physical Education.
Total Score ____ (20 points are possible: 70% or 14 points are required to pass the portfolio)					