3-17-2005

Using Portfolios as Evidence of Candidate Growth & Program Impact

Cynthia Carver
*Western Michigan University*

Paul Vellom
*Western Michigan University, paul.vellom@wmich.edu*

Katharine Cummings
*Western Michigan, katharine.cummings@wmich.edu*

Follow this and additional works at: [http://scholarworks.wmich.edu/assessment_faculty_grant](http://scholarworks.wmich.edu/assessment_faculty_grant)

Part of the *Educational Assessment, Evaluation, and Research Commons*, and the *Teacher Education and Professional Development Commons*

WMU ScholarWorks Citation


[http://scholarworks.wmich.edu/assessment_faculty_grant/7](http://scholarworks.wmich.edu/assessment_faculty_grant/7)
Using *Portfolios as Evidence of Candidate Growth & Program Impact*

**Department of Teaching, Learning & Leadership**

Dr. Cynthia Carver, *Secondary Unit*

Dr. Paul Vellom, *Elementary Unit Coordinator*

**College of Education**

Dr. Katharine Cummings, *Associate Dean & Director of the School University Partnership Team*
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.