Student Name:

Advisor Name:

Portfolio Guidelines

Master of Arts in Education Degree
Literacy Specialist Program with Rank Change

Introduction

Candidates will develop a portfolio that includes numerous exemplars that demonstrate their competence across the following:
- UK Literacy Specialist Program goals
- International Literacy Association (ILA) Standards for Reading Professionals
  http://www.literacyworldwide.org/get-resources/standards/standards-for-reading-professionals
- College of Education Functional Skills and Dispositions (FSD)
- Kentucky Teacher Standards (KTS) Advanced Indicators
  http://epsb.ky.gov/documents/EduPrep/Kentuckyteacherstandards.pdf

The UK Literacy Specialist Program Goals are:
(1) Develop literacy content knowledge
(2) Apply theories and research appropriately to inform instruction and assessment
(3) Critically evaluate literacy methods, practices, and policies
(4) Pursue ongoing professional learning
(5) Apply knowledge of language and literacy development, and its typical degree of variation, to inform instruction and assessment
(6) Cultivate professional dispositions
(7) Demonstrate literacy leadership in varied contexts

The International Literacy Association's (ILA) Standards for Reading Professionals are:
Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.

Standard 2: Curriculum and Instruction – Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.

Standard 3: Assessment and Evaluation – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.

Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.

Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Standard 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.

Portfolio Requirements

1. *OTIS Online Portfolio System*: All candidates must create a portfolio account using the OTIS Online Portfolio system. Directions for establishing an account are provided here.

2. *Signature Assignments:* All candidates must upload all literacy signature assignments completed in the literacy specialist program to the OTIS Online Portfolio system. A list of all literacy signature assignments completed in literacy courses and how they map onto the ILA Standards are available here.

   A list of all literacy signature assignments completed in literacy courses and how they map onto the ILA Standards AND the KTS Standards are available here.

3. *Narrative Description of All Courses*: Portfolios will include a narrative description of each course completed, what was learned in each course, and how information and experiences from each course addresses UK Literacy Specialist Program goals and ILA Standards.

4. *Narrative Analysis of Candidate Growth:* Candidates will write an overall program reflection. The reflection should involve a narrative analysis of all portfolio artifacts in which the candidate examines artifacts to note what you have learned as a result of the program, and areas of personal growth over time. Candidates may also note particular research, readings, and experiences that impacted their thinking, teaching, and growth.

5. *Portfolio Sections:* Candidates will construct portfolios around the 7 UK Literacy Specialist Program goals. Thus, the portfolio should have 7 sections. One section should be dedicated to demonstrating how the candidate has attained each program goal.

   a. *Selecting Artifacts*: Candidates should then select relevant artifacts to demonstrate attainment of each program goal. All literacy signature assignments must be included at some point in the portfolio; however, candidates may elect to add additional artifacts as needed. All artifacts must be uploaded into the OTIS Online Portfolio system. You may look here to learn how to upload artifacts into OTIS.

   Each artifact should be linked to at least one ILA Standard and at least one Kentucky Teacher Standard at the Advanced Level. You can link each artifact to ILA Standards and KTS Standards in the OTIS Online Portfolio system. You may look here to see how the literacy signature assignments are linked to ILA Standards *and* KTS Standards.

   b. *Overview Statements:* Candidates will write an overview statement for each of the 7 sections that explains exactly how selected portfolio artifacts demonstrate growth and/or competence related to the relevant UK Literacy Specialist Program goal. For each goal, provide a one to two page overview of each goal in which you: (1) provide a scholarly overview of each UK Literacy Specialist Program goal, and (2) an explanation of the

artifacts you have selected to show that you have achieved the goal and why they are relevant.

Portfolio Review and Feedback

1. *Mid-Point Review:*
   Candidates **must** meet with their advisor after completing between 15-18 hours (midpoint). At that point, the candidate and the advisor will review the portfolio to date and candidates will be provided feedback annually via the UK OTIS Online Portfolio System.

   At the midpoint, the candidate and faculty advisor will collaboratively examine the artifacts uploaded to the UK OTIS Online Portfolio System, and the faculty member will provide written feedback regarding midpoint progress within the UK OTIS Online Portfolio System.

   Feedback will also be provided after all required courses for the program are completed.

   To be retained in the Literacy Specialist Program candidates must:

   ☐ Meet with advisor after completing 15-18 credit hours to review portfolio

   ☐ Complete 15-18 credit hours

   ☐ Hold a 3.00 overall GPA on coursework to verify that candidate is eligible for retention and advancement

   ☐ Make satisfactory progress on Curriculum Contract (as determined by Advisor/Candidate discussion)

   ☐ Continue Adherence to the Professional Code of Ethics provisions of the Education Professional Standards Board (http://www.kyepsb.net/legal/ethics.asp.)

   ☐ Complete relevant signature assignments with at least a "Basic" level of progress on the Literacy Program Rubric from all completed coursework (as assessed by Literacy Program Faculty), including progress toward demonstrating all required standards in the UK OTIS Online Portfolio System

2. *How Do Faculty Review and Provide Feedback?*
   Faculty will review OTIS Online Portfolios annually by using the Literacy Program Rubric for Scoring Signature Assignments to score any relevant signature assignments that candidates have uploaded. After scoring each artifact, faculty will write a brief narrative highlighting each candidate's strengths and challenges. Faculty scores and feedback are visible to the candidate in the OTIS Online Portfolio system.

   In order to complete the program, candidates need to have demonstrated competence in all International Literacy Association Standards for Reading Professionals. A candidate may be advised that (a) s/he is making good progress toward program goals and the ILA Standards, (b) s/he needs to make specific changes in his/her program in order to better meet program goals and ILA Standards, or (c) s/he is making too little progress to continue in the program.

Instructors of graduate courses are responsible for assessing candidate progress toward meeting standards specific to that course. If a candidate demonstrates inadequate progress in a course, the instructor may write a letter to the Director of Graduate Studies requesting a review of the candidate's status in the program. Instructors may also request review and revision of a candidate's curriculum contract. This can be done in consultation with the candidate's faculty advisor.

An advisor or candidate may ask for further feedback from other graduate faculty if the midpoint review indicates the need for substantial change in a candidate's program. An advisor must call for a three-member graduate faculty review before a candidate can be counseled out of the program.

3. *Exit Review and Portfolio Defense:*
   Candidates will apply for a portfolio review at the beginning of their last semester in the program. As part of that application process, they must:

   ☐ Meet with advisor and show evidence that they have completed their midpoint assessment

   ☐ Successfully complete all courses (33 credit hours) included in the curriculum contract

   ☐ Maintain at least a 3.0 graduate GPA in all coursework

   ☐ Complete all signature assignments with at least a "Basic" level of progress on the Literacy Program Rubric from all completed coursework (as assessed by Literacy Program Faculty), including progress toward demonstrating all required standards in the UK OTIS Online Portfolio System

   ☐ Show evidence of adherence to the Professional Code of Ethics for Educators of the Education Professional Standards Board (http://www.kyepsb.net/legal/ethics.asp.)

   ☐ Submit the *Graduate School's Application for Degree* online by the deadline for the semester in which you plan to graduate: http://www.research.uky.edu/gs/forms.html

   ☐ Submit this form to the Director of Graduate Studies no later than two weeks prior to your final examination, which may be either a: written comprehensive examination, a portfolio presentation, or a master's thesis.

   ☐ Successfully complete final exam that is either: portfolio, comprehensive examination, or masters thesis

   ☐ Successfully complete Reading Specialist Praxis II Exam

At program exit, the candidate will formally submit the portfolio for review by a three-member committee. After your advisor has reviewed the portfolio, the candidate will

schedule an oral defense of the portfolio with the candidate and all three committee members.

Portfolios should be submitted two weeks prior to the exam date.

The oral defense will be scheduled through the departmental Director of Graduate Studies, and will serve as the candidate's comprehensive exit exam. Satisfactory demonstration of program goals, the International Literacy Association Standards for Reading Professionals and all Kentucky Teacher Standards at the Advanced Level will result in completion of the program. Satisfactory completion is the judgment of the group rather than one individual.

OTIS Online: Portfolio 101

Set up an account

1. Go to otisonline.org.
2. Click on UK College of Education Link in the open portfolio column.
3. Once there click on the "Get an Account" Icon.
4. There is a brief form to fill out and a temporary 4 digit password will be displayed once you submit the form (the registration code is whiskers).
5. Log-in using your link blue ID and 4 digit password
6. You might want to change your password from what you were assigned to something easy for you to remember (to do this, click on the link: "Change my password" under the right-hand column "Administrative Tools".).

Submit a report

1. Log in and click on the "report writer" link This will take you to the reports summary page (in-progress reports are at the top, submitted reports on the bottom)
2. Click the "Create New Report" button
3. Fill out the creation report form and click the "Create Report" button This will take you back to the report summary page, where a new record will have been created in the In-Progress section.
4. Click the edit link
5. Fill out the form and click the "Save Changes to Report" button This will take you back to the report summary screen.
6. Click the "Submit Report" and follow the on-screen prompts. The report should reappear in the Completed Reports section

- Clicking the "Duplicate" button next to a report will create a copy of it in the in-progress section that you can modify and submit as a new record.
- If you accidentally create one, you can just delete it while it is still in-progress.
- If you accidentally submit a report, you have a 48 hour window to "unsubmit" it and either edit or delete it.

Submit an artifact

1. Log in and select "Create/Manage Artifacts," under the middle column, "Portfolio Items."

2. You should see something like (though yours will not have artifacts listed right now):

3. To create a new artifact, click on the "Create New Artifact" button at the top center of the page. From there, you will need to enter the artifact title, teacher, year, course, and semester:

4. Once you have filled in the above fields, click on "Create Artifact", which will take you back to your artifact summary and you will now see your newly created artifact listed under "In Progress Artifacts Summary".

5. Click the edit link, which will take you to the artifact editing page. Once here you can attach files using the "attach file to artifact" button, and link standards to your artifact using the Select Standards button. You may link up to four standards per artifact. Some standards may include indicators and you can check the ones that apply.

Note: Be sure to click "**Save updated comments and changes**" before you leave the above window (i.e., if you type the summary first, be sure to save it before you click on "select standards," "attach file to artifact," etc.).

6. When you have finished editing your artifact (attached files, completed the summary/description, and aligned it to standards (and saved!)), click on "Return to Artifact Summary." From here, you will then click on "Submit Artifact" (when you click "Submit artifact," a pop-up window will come up asking if you want to submit the artifact – just click "OK") and it will now show up in the completed artifact section of the page.

7. Change the UK Portfolio column of submitted artifacts to include them in a specific portfolio (e.g. midpoint or exit) and make sure to click "update" to save your changes. At any time, if you want to go back and edit a submitted artifact, you just need to change the status from "C" to "IP" (for in progress).

Literacy Signature Assignment Alignment with ILA and KTS Standards
for Program Evaluation Rubric

Course	Assignment	ILA Standard						KTS Standard									
		ILA 1 Content Know	ILA 2 Instruction	ILA 3 Assess-ment	ILA 4 Diversity	ILA 5 Environ-ment	ILA 6 Leadership	KTS 1 Content Know	KTS 2 Plans Inst.	KTS 3 Learning Climate	KTS 4 Implements / Manages	KTS 5 Assesses	KTS 6 Tech-nology	KTS 7 Reflects	KTS 8 Collaborates	KTS 9 Evaluates Teaching and PD	KTS 10 Leadership
EDC 533	Integrated Instructional Unit		Begin					Begin	Begin					Begin	Begin		
EDC 537	Development of Lesson Plans		Mid					Mid	Mid	Mid	Mid	Mid	Mid			Mid	
EDC 541	Research Design Proposal	Begin						Begin									Begin
EDC 618	Instruction Design		Begin			Begin		Begin	Begin		Begin		Begin	Begin			
EDC 619	Assess/Inst. Overview		Mid			Mid			Mid	Mid		Mid	Mid	Mid	Mid		
EDC 619	Case Report			Mid					Mid	Mid		Mid	Mid	Mid	Mid		
EDC 619	Family Literacy Reflection				Mid												
EDC 620	Assess/Instruct Overview		End		End	End		End	End	End	End	End		End	End		
EDC 620	Case Report			End				End	End	End	End	End	End	End	End		
EDC 621	Literature Review	Mid						Mid						Mid		Mid	Mid
EDC 625	Program Evaluation			Mid										Mid			Mid
EDC 625	Professional Develop. Plan						Mid							Mid			Mid
EDC 625	Individual Mentoring Proj.						Mid							Mid			Mid
EDC 642	Mini Research Paper	End						End									

Literacy Program Rubric for Scoring Signature Assignments Using ILA Standards

Level	ILA Standard	Descriptor
1 = Beginning Literacy Specialist Candidate	ILA1 Limited or no content knowledge	The graduate clinician could observe and assist a classroom teacher or literacy specialist.
	ILA2 Inability to design and/or implement appropriate instruction	
	ILA3 Inability to administer and/or interpret appropriate assessments	
	ILA4 Limited or no awareness of differences in society	
	ILA5 Limited to no understanding of how to integrate physical, social, and instructional routines to create a positive learning culture.	
	ILA6 Limited or no ability to facilitate professional learning and leadership	
2 = Emerging Literacy Specialist Candidate	ILA1 Developing content knowledge	The graduate clinician could provide literacy tutoring with close supervision.
	ILA2 Limited ability to design or implement appropriate instruction	
	ILA3 Limited ability to administer and/or interpret appropriate assessments	
	ILA4 Emerging awareness of differences in society	
	ILA5 Emerging understanding of how to integrate physical, social, and instructional routines to create a positive learning culture.	
	ILA6 Emerging ability to facilitate professional learning and leadership	
3 = Basic Literacy Specialist Candidate	ILA1 Acceptable content knowledge	The graduate clinician could provide supplemental literacy instruction for students.
	ILA2 Basic ability to design and implement appropriate instruction	
	ILA3 Basic ability to administer and interpret appropriate assessments	
	ILA4 Developing understanding of differences in society	
	ILA5 Adequate understanding of how to integrate physical, social, and instructional routines to create a positive learning culture.	
	ILA6 Adequate ability to facilitate professional learning and leadership	
4 = Advanced Literacy Specialist Candidate	ILA1 Strong content knowledge	The graduate clinician could effectively mentor a classroom teacher without literacy expertise and provide targeted interventions for struggling literacy learners while benefiting from mentoring.
	ILA2 Advancing ability to design and implement instruction	
	ILA3 Advancing ability to administer and interpret appropriate assessments	
	ILA4 Respects differences in society	
	ILA5 Advancing of understanding of how to integrate physical, social, and instructional routines to create a positive learning culture.	
	ILA6 Advancing ability to facilitate professional learning and leadership	
5 = Expert Literacy Specialist Candidate	ILA1 Advanced content knowledge	The graduate clinician could mentor another beginning literacy specialist and provide targeted interventions for struggling literacy learners.
	ILA2 Exemplary ability to design and implement instruction	
	ILA3 Exemplary ability to administer and interpret appropriate assessments	
	ILA4 Values differences in society	
	ILA5 Expert understanding of how to integrate physical, social, and instructional routines to create a positive learning culture.	
	ILA6 Expert ability to facilitate professional learning and leadership	

Literacy Program Rubric for Scoring Signature Assignments Using KTS Standards

Level	KTS Advanced Level Standard	Descriptor
1 = Literacy Specialist Candidate does not display acceptable performance	KTS1 Demonstrates lack of understanding of applied content knowledge	The graduate clinician could observe and assist a classroom teacher or literacy specialist.
	KTS2 Inability to design and plan instruction	
	KTS3 Inability to create and maintain learning climate	
	KTS4 Inability to implement and manage instruction	
	KTS5 Inability to assess and communicate learning results	
	KTS6 Does not demonstrate ability to implement technology	
	KTS7 Inability to reflect on and evaluate teaching and learning	
	KTS8 Inability to collaborate with colleagues, parents, and others	
	KTS9 Inability to evaluate teaching and implement professional development	
	KTS10 Inability to provide leadership within school/community/profession	
2 = Literacy Specialist Candidate displays Initial Level Performance	KTS1 Demonstrates applied content knowledge	The graduate clinician could provide basic literacy instruction for students with supervision.
	KTS2 Ability to design and plan instruction	
	KTS3 Ability to create a learning and maintain learning climate	
	KTS4 Ability to implement and manage instruction	
	KTS5 Ability to assess and communicate learning results	
	KTS6 Demonstrates ability to implement technology	
	KTS7 Ability to reflect on and evaluate teaching and learning and learning	
	KTS8 Ability to collaborate with colleagues, parents, and others	
	KTS9 Ability to evaluate teaching and implement professional development	
	KTS10 Ability to provide leadership within school, community and profession	
3 = Literacy Specialist Candidate displays Advanced Level Performance	KTS1 Demonstrates *in-depth* applied content knowledge	The graduate clinician could mentor another beginning literacy specialist and provide targeted interventions for struggling literacy learners.
	KTS2 Ability to design and plan *challenging and appropriate* instruction based on *significant contextual and pre-assessment data*	
	KTS3 Ability to *consistently* create and maintain learning climate	
	KTS4 Ability to *consistently* implement and manage a *well-planned sequence* of instruction.	
	KTS5 Ability to *consistently* assess and communicate learning results	
	KTS6 Demonstrates ability to implement *appropriate* technology and *research-based, technology-infused instructional strategies to support learning of all students*	
	KTS7 Ability to *use formative and summative performance data and in-depth analysis of instructional practices* to reflect on and evaluate teaching/learning	
	KTS8 Ability to *describe, explain and implement plans to enhance student learning* in collaboration with colleagues, parents, and others	
	KTS9 Ability to *thoroughly and accurately* evaluate teaching and implement professional development that *show clear evidence* of the impact of professional development on instructional effectiveness and student learning	
	KTS10 Ability to provide *effective* leadership within school, community and profession that *advances learning, improvse instructional practice, facilitate professional development of colleagues, or advocates positive policy change*	

Table 1. *Alignment of University of Kentucky Literacy Program Assessments and the International Literacy Association Standards for Reading Professionals and Kentucky Teacher Standards Advanced Level.*

ILA Standard	Form of Assessment	Course	When in Program is Assessment Administered?	Alignment with Kentucky Teacher Standards
Standard 1: Foundational Knowledge – Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	• Praxis Exam	N/A	End	KTS 1
	• Exit Exam/Portfolio	N/A	End	KTS 1
	• Research Design Proposal	EDC 541/641: *Reading and Understanding Educational Research*	Beginning	KTS 1
	• Literature Review	EDC 621: *Language and Literacy Development*	Middle	KTS 1
	• Mini-Research Project Paper	EDC 642: *Research and Theory in Literacy Education*	End	KTS 1

ILA Standard	Form of Assessment	Course	When in Program is Assessment Administered?	Alignment with Kentucky Teacher Standards
Standard 2: Curriculum and Instruction – Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	• Exit Exam/Portfolio	N/A	End	KTS 2, 3
	• Internet Text Set • Integrated Instructional Unit	EDC 533: *Teaching Literacy Across the Disciplines*	Beginning	KTS 2, 6, 7, 8
	• Internet Text Set • Development of Lesson Plans	EDC 537: *Advanced Applications of Teaching Writing*	Middle	KTS 2, 6, 7, 8
	• Instruction design	EDC 618: *Advanced Study in the Teaching of Reading*	Beginning	KTS 2, 3
	• Assessment/ instruction overview	EDC 619: *Assessment of Reading Growth and Development*	Middle	KTS 2, 3, 4, 7
	• Assessment/Instruction Overview	EDC 620: *Design and Implementation of Reading Instruction*	End	KTS 2, 3, 4, 7

ILA Standard	Form of Assessment	Course	When in Program is Assessment Administered?	Alignment with Kentucky Teacher Standards
Standard 3: Assessment and Evaluation – Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.	• Exit Exam/Portfolio	N/A	End	KTS 5
	• Case report	EDC 619: *Assessment of Reading Growth and Development*	Middle	KTS 5, 8
	• Interactive Case Report	EDC 620: *Design and Implementation of Reading Instruction*	End	KTS 5, 8
	• Program Evaluation	EDC 625: *Literacy Leadership P-12*	Middle	KTS 5, 7, 8, 10
Standard 4: Diversity – Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.	• Exit Exam/Portfolio	N/A	End	KTS 3
	• Family literacy reflection	EDC 619: *Assessment of Reading Growth and Development*	Middle	KTS 3
	• Assessment/Instruction Overview	EDC 620: *Design and Implementation of Reading Instruction*	End	KTS 3

ILA Standard	Form of Assessment	Course	When in Program is Assessment Administered?	Alignment with Kentucky Teacher Standards
Standard 5: Literate Environment – Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	• Praxis Exam	N/A	End	KTS 3
	• Exit Exam/Portfolio	N/A	End	KTS 3
	• Instruction Design	EDC 618: *Advanced Study in the Teaching of Reading*	Beginning	KTS 3
	• Assessment/ • instruction overview	EDC 619: *Assessment of Reading Growth and Development*	Middle	KTS 3
	• Assessment/Instruction Overview	EDC 620: *Design and Implementation of Reading Instruction*	End	KTS 3
Standard 6: Professional Learning and Leadership – Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.	• Exit Exam/Portfolio	N/A	End	KTS 8, 9, 10
	• Professional Development Plan • Individual Mentoring Project	EDC 625: *Literacy Leadership P-12*	Middle	KTS 8, 9, 10