B. A. Program Portfolio Format

The completion of this portfolio, a required component of the B.A. in Education, offers evidence that you possess the following requisite knowledge and skills that the Education Department has determined are the essence of a B.A. in Education.

The B. A. in Education Program is built around five areas of competency:
1. Social and Organizational Theories
2. Psychological Theory
3. Research and Evaluation
4. Application
5. Personal and Ethical Development

These five competency areas provide a framework for you to organize and represent your growth as a professional throughout your participation in the B. A. in Education program. The portfolio should document the evolution of new understandings in these areas of competency over time, in single accomplishments, and in your own reflections about your learning.

The following three questions are meant to serve as a guide for you in the process of developing your Program Portfolio:

1. *How does your portfolio make public your understanding of who you are as a professional?*
2. *How does your portfolio demonstrate that you have taken the five competency areas and made them your own in your daily professional practice?*
3. *How does your portfolio represent your growth in relation to the each of the five areas of competency?*

Frequently asked questions about creating a Program Portfolio:
1. *What goes into my Portfolio?*
   The Bucknell B. A. in Education Program Portfolio is comprised of artifacts, each accompanied by a written reflection. There are many types of artifacts that you may choose to include. Artifacts particular to the internship can include work products produced by the intern (e.g., letters, memoranda, brochures, fliers, web pages, instructional materials) or documentary evidence produced by others that attests to the effectiveness of the intern's work (e.g., letters from students or parents). Additionally, excerpts from the specialty area examination and internship report can be posted as artifacts attesting to mastery of individual competency areas.

   Artifacts from other courses may include papers and projects, written feedback from instructors, field experience journals, and samples of children's work completed in associated tutoring programs, to name just a few possibilities. Written work from previous courses can be especially suitable for use in documenting mastery of educational, developmental, and organizational theories, as well as skills in research and assessment.

In addition to the artifacts and reflections that you develop individually, your Portfolio must also include a *Preface*.

- Your Preface should be a thoughtful essay located on the 'Home Page' of your portfolio, designed to accomplish the following purposes:
    - Introduce your Portfolio and provide a rationale for why you chose to organize it as you did, and
    - describe how you have addressed each of the five competency areas (although some may receive more attention than others) and the progress you have made with respect to each goal as you have gone through the program.

Your adviser may provide additional instructions to help you complete these required components. Additionally, you will work with other students and with your supervisor to develop ideas about what kinds of materials might be most effective in proving your proficiency in each of the competency areas. With the addition of your resume, transcript, and clearances in the front (if applicable), your Portfolio should be ready to show employers as you interview for potential employment opportunities.

2. *How should I organize my Portfolio?*
   How you organize your Portfolio is an individual decision that you may consider (and reconsider) throughout your time at Bucknell. Criteria used to develop an organizational structure or strategy include creative representation of who you are as a professional, depth of reflection on your program experiences, clarity of expression, richness of connections between the various sections/artifacts in your Portfolio, and a sense of the direction that you will take in your future professional development. Some students might choose a metaphor or visual image to use as an organizational tool that describes their teaching and still others might use the Program Competencies to organize their work. The general, guiding consideration in organizing your Portfolio is that it helps you make public who you are as a professional, and helps you demonstrate your growth and accomplishments relative to the five competency areas. (Remember that the rationale for how you have chosen to organize your Program Portfolio should be explained and elaborated upon in your Preface.)

3. *What are artifacts? Where do they come from?*
   An artifact can be virtually anything that represents some aspect of your professional growth and development as a professional. Artifacts may be things that are "produced" by you or things that are "found" in your internship (e.g. a piece of student work or a note from a parent). Other examples of artifacts may include papers written for education or other classes, selected journal entries, notes from observations of you or by you, video or audio tapes accompanied by transcripts of relevant passages, and photographs or any other representation of your professional growth.

4. *How many artifacts should I include?*
   A minimum of 2 artifacts are required for each area of competency to **demonstrate evidence that you possess the knowledge and skills associated with each competency area.**

   As you choose artifacts, consider what you need to include in order to create a rich and detailed picture of who you are as a professional, and how this representation might also demonstrate the extent to which you have met the competency goals of Bucknell's B. A. in Education Program. Your supervisor will give you feedback on this question (and others, of course), as you develop your Program Portfolio.

5. *How do I reflect on an artifact? What makes a reflection good?*
   It is crucial that your reflections go beyond simply describing the source or nature of the artifact to which they are attached. A good reflection begins with such a description as an introduction or identification of the artifact, but then goes on to delve more deeply into the meaning and significance of the artifact as a representation of your professional practice. Focus on why you decided to include this particular artifact, what you want readers to see by looking at your experience through the lens of this object. Consider each reflection a thoughtfully crafted explanation of the rationale for including the relevant artifact, particularly in relation to the five areas of competency. The length of these reflections may differ according to the artifact (some may require more explanation than others), but one to two pages would be an appropriate length.

6. *When should I start working on my Portfolio?*
   Start to formalize your Portfolio during your senior year when you are completing your internship. It is important to have work from all stages of your development as a professional, beginning with classes you have taken in Education or in other disciplines, and culminating in work created and used during your internship. Gathering these artifacts and beginning to reflect on them, as well as thinking about how to structure and organize your Portfolio is an ongoing task.

7. *How will my Portfolio be assessed?*
   In assessing your Program Portfolio, program faculty and supervisors will examine the extent to which you (1) provide the reader with a clear rationale for why you have organized and presented your Portfolio in the way that you have; (2) address the five areas of competencies; (3) show growth and creative risk-taking; (4)·demonstrate your awareness of the complexities of the field through in-depth reflection on your professional practice; and (4) articulate a vision of professionalism which is coherent and consistent across the various components of your Portfolio.

8. *Who will see my Portfolio?*

   Your faculty supervisor and adviser (these may be the same person for some individuals), your internship site supervisor, and other interns in your seminar will be the primary audience for your Portfolio. Once you have completed your Portfolio, we will ask for a digital copy of your work to keep on file in the Education Department as documentation of your completion of this aspect of the Bucknell B. A. in Education Program. This becomes the official record of your work in the program and may be shared with supervisors, other faculty members, or members of state or national accreditation teams as a part of our effort to reflect on and improve the program. In addition, there is a Portfolio Exhibition that will take place near the end of the internship semester. During this Exhibition you will be expected to be available to display and explain the contents of your Portfolio to members of the Education Department, other students, and potentially internship site supervisors.