Viterbo University Graduate Programs in Education
Expectations for the
Master of Arts in Education Portfolio

- A component of the Master of Arts in Education program is the ongoing development of a professional portfolio, in which the graduate student is asked to record, integrate, and reflect on his/her professional experiences in the graduate program.
- A portfolio with a satisfactory score is a graduation requirement for all students entering the program as of summer 2014.
- Class assignments and projects require each student to engage actively in the development of instructional interventions, action research, leadership theories, and ethical issues facing schools and educators. Each student is required to document his or her competencies in these topic areas via the presentation of the final portfolio.
- The portfolio consists of projects and papers (artifacts) demonstrating competencies in the Goals and Objectives of the each of the core courses. Each artifact is accompanied by an in depth reflection that provides the justification and understanding for the inclusion of the artifact as a measure of growth. (see separate MAE Portfolio Reflection guide)
- The contents of the portfolio should represent the individual student’s learning journey and how he or she has put the pieces of the puzzle together in a way to create a record of growth and the ability to synthesize the knowledge, skills, and dispositions that the student has amassed as a result of the graduate program.
- Portfolios serve as self-assessment for the graduate student and as an indicator for institutional assessment of the MAE program.
- The student will clearly articulate in the accompanying reflection how the activity or experience links to the course objectives and the contribution of the content to skills and expertise in the topic addressed.
- The portfolio is prepared as a web-based portfolio that is shared via a link in the final semester prior to Proseminar. Students are free to use any platform that allows the creation of a portfolio, such as Weebly, Google Sites, Squarespace, Three Ring, Live Binders, or others.
- Portfolios should be professional to the extent that they could be used for interviews for teaching or teacher leadership positions.