E-Portfolio Overview

The e-portfolio will help you organize your thoughts about your involvement in a graduate program of study. It will provide others with a view of what it is you know, can do, and value. The syllabi for each of your graduate courses identified the knowledge, skills, and values you were expected to attain, corresponding to knowledge objectives, performance skills, and dispositions, respectively. Thus, your e-portfolio should answer the following questions:

What do I know?  →  corresponding to the  →  knowledge objectives
What can I do?  →  corresponding to the  →  performance skills
What do I value?  →  corresponding to the  →  dispositions

The evidence you include in your e-portfolio should come from your in-class (academic) experiences, your out-of-class (teaching) experiences, and your own personal experiences.

Your Graduate Program of Study should permit you to address the following TESL areas:

1. Knowledge of specific approaches, methods, and strategies appropriate for English language learners (ELLs).
   1.1 Identify TESL approaches, methods, and strategies (e.g., materials adaptation, alternative assessment, and strategy documentation) appropriate for instruction.
   1.2 Identify and sequence learning activities that support language and content area learning.
   1.3 Identify characteristics of first and second language acquisition.

2. Knowledge of how to plan and conduct lessons in a variety of learning environments that leads to student outcomes consistent with TESOL standards
   2.1 Identify activities that support the knowledge, skills, and attitudes to be learned for a given subject area and grade level.
   2.2 Identify materials based on instructional objectives and student learning needs and performance levels.

3. Knowledge of effective communication with English language learners, parents whose home language is not English, faculty, other professionals, and the public who may or may not be knowledgeable about English language learners.
   3.1 Identify appropriate techniques for leading class discussions (e.g., listening, identifying relevant information, probing, drawing inferences, summarizing student comments, and redirecting).
   3.2 Identify ways to correct student errors (e.g., modeling, providing an explanation or additional information, or asking additional questions).

4. Knowledge of various types of assessment strategies that can be used to determine student levels and needs.
   4.1 Identify appropriate methods, strategies, and evaluation instruments for assessing student levels, needs, performance, and learning.
   4.2 Identify professional development experiences that will enhance teacher performance and improve student achievement.
E-Portfolio Caveats:

1. Each e-portfolio may be different, but all should always reflect the Program of Study completed by each student.

2. Each e-portfolio must address the TESL areas identified in the previous section.

3. How each TESL area is addressed is the student’s choice.

4. Students are permitted to work collaboratively with others in preparing their e-portfolio, but each portfolio must reflect the individual student’s knowledge, skills, and dispositions.

5. The e-portfolio is NOT an accumulation of others’ articles, websites, or materials, but the individual synthesis of the student’s program of study. In other words, all the material needed for completing the e-portfolio is from the individual courses completed in the different programs of study. No further library or website research is needed. Use the materials, texts, notes, etc., from the completed courses. Include pictures, graphics, narrative descriptions, as well as other information.

6. Keep in mind that the e-portfolio is a culminating activity, a reflection of what you’ve studied, learned to do and believe related to second language pedagogy, curriculum, acquisition, assessment, and instruction, including non-TESL courses.

7. Avail yourself to the assistance provided in the Computer Lab, CEB 211. The staff in the Computer Lab is knowledgeable, helpful, and friendly. Do not hesitate to ask for assistance but be mindful of the Computer Lab’s operating hours.