

# Appendix F

## Final Portfolio Guide: Course and Comprehensive Exam



## Foreign Language Teaching

Graduate Programs Handbook

Michigan State University

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## Appendix F:

# Final Portfolio Guide: Course and Comprehensive Exam

- Master of Arts in Foreign Language Teaching
- Graduate Certificate in Foreign Language Teaching

Begin by reading:

### **FLT Handbook > Final Portfolio / Comprehensive Exam (p. 8-9)**

*Completion and faculty review of the Final Portfolio serves as the Comprehensive Examination for the Master of Arts and the FLT Certificate. Through the content and design of the Final Portfolio, students demonstrate their mastery of program objectives, the impact of the program of study on their beliefs and practices, and their ability to apply concepts and skills acquired during the program to various contexts of world language teaching. Design of the Portfolio website enhances professional development and provides a valuable tool for continuing professional growth. The structure of the Final Portfolio and outcomes of the Comprehensive Exam also help faculty to monitor and maintain the overall coherence and effectiveness of the program.*

## **Foreign Language Teaching Portfolio Gallery**

Alumni portfolios are displayed at:

<https://maflt.cal.msu.edu/portfolios>

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# Final Portfolios Guide

## Contents of the Portfolio

The required elements of the portfolio are summarized in the chart beginning on p. 8. Note that only the first three items will be created exclusively for the portfolio, while the rest should be revisions of prior coursework. “Source” refers to the course in which you should have completed the item.

This list is subject to some changes over time, but you will be held to the requirements listed in the PDF of the Portfolio Guidelines marked with the timeframe in which you are enrolled in FLT 898. All components from the chart below must be included in your portfolio. If you cannot find your materials for some components or think you need to substitute other materials, make an Office Hours appointment to discuss this with me. When you submit each component, you should submit the editable files and also the PDF versions edited for sharing on your site.

### Required Components as of 2023

Category	Required Materials for this Component	Source
<b>Overview and Site Contents</b>		
1	<b>Introduction, Bio, and Inventory</b> – Personal biography and brief summary of experience to be included on About Me page, as well as the Portfolio Inventory & Checklist for track your progress.	New for Portfolio
2	<b>Portfolio Website and Descriptive Text</b> – Provide text on each page of your portfolio describing the materials on each page and how these artifacts demonstrate your competence as a teacher of your target foreign language.	New for Portfolio
3	<b>Portfolio Reflective Essay</b> – Discuss how your studies in the MAFLT program have affected your language teaching practice, beliefs, and intentions.	New for Portfolio

Methods Evidence		
<b>4</b>	<b>Teaching Philosophy</b> – Include your philosophy of language teaching, revised to reflect further adjustments to your beliefs and practices during the program.	FLT 807 Methods and FLT 817
<b>5</b>	<b>Teaching Demonstration</b> – Submit a video of 15-20 minutes that demonstrates competence in teaching your target language. Include an introduction in your portfolio that explains the context in which the video was recorded and how it demonstrates your competence in FLT methodology. Submit this description and the link to the video’s location online to D2L Assignments.	Waiver requests if you do not have a video: Discuss with 898 instructor.
Technology Evidence		
<b>6</b>	<b>Technology-infused artifact and rationale.</b> The artifact may consist of online course modules, lessons or activities involving computer-based or internet-based tools, or other materials that demonstrate competence in the use of technology to develop learners’ proficiency in your target language. These materials must be accompanied by the rationale, literature review, analysis, or other substantial text that describes this artifact, its purpose, and its design principles. On your portfolio site, explain when and why you developed it and how it demonstrates your competence.	FLT 881 Technology
Assessment Evidence		
<b>7</b>	<b>Assessment instrument and documentation.</b> Submit an assessment tool that you have developed for your target language along with materials explaining when, why, and how you developed this tool and how it would be used. Include both the materials that would be provided	FLT 808 Assessment

	to students and the documentation that explains these assessment materials to other educators.	
<b>Culture / Intercultural Competence Evidence</b>		
<b>8</b>	<b>Intercultural Activity Design.</b> Submit an activity plan and a narrated presentation (video and slides) in which you describe an activity for the FLT classroom that develops cultural awareness and intercultural skills. Include a well-articulated rationale, objectives, and procedures for this activity as well as handouts or other related materials.	FLT 815 Culture and Intercultural Competence
<b>Research Experience and Ethics Training</b>		
<b>9</b>	<b>Research Proposal or Project.</b> Submit the proposal or project that you completed in FLT 860 F/SLA demonstrating your understanding of research into second language acquisition. Also include at least one other assignment of your choice that involved the collection and analysis of data. Locate your CITI certificate demonstrating completion of Responsible Conduct of Research (RCR) training and share it on your site.	FLT 860 and other courses
<b>Professional Experience</b>		
<b>10</b>	<b>Resume or CV.</b> Include a revised resume or CV that is appropriate for your experience and professional goals.	FLT 817 Program Dev & Admin
<b>Language Proficiency Evidence</b>		
<b>11</b>	<b>Oral Proficiency Interview (OPI)</b> from Language Testing International or other evidence of language proficiency. If your target language is your native language, then you do not need to submit a standardized evaluation of your proficiency, but you may include TOEFL or IELTS results. On the Proficiency page, we recommend	Results of proficiency examination completed before or during the MAFLT Program

	that you include a brief narrative of your language learning experience and describe any evidence of proficiency that you are providing.	
<b>Experiential Module</b>		
<b>12</b>	<b>Experiential Module Materials and EM Reflective Essay.</b> Present your EM on your site appropriately, depending on the type of EM that you completed. Provide a description of your Experiential Module(s), including how the module expands on your coursework and aligns with your career plans. Summarize what you did and why on the relevant web site page. Attach or include links to any outcomes of your EM that can and should be shared, such as teaching materials, course syllabi, presentations, blogs, assessment tools, etc.	FLT 885 Experiential Module
<b>Other Materials</b>		
	The portfolio allows space to include materials you have created in your FLT coursework that are not listed above but would, from your perspective, make valuable additions to your portfolio. The course materials and other students' portfolios will demonstrate possible choices for this section.	Any FLT courses or other language teaching materials

*If you transferred courses into the MAFLT Program or for other justifiable reasons did not complete the requested materials during your FLT courses, it is your responsibility to contact your instructor, discuss alternative content that can demonstrate your proficiency in the relevant domains, and provide those materials via D2L and on your website.*

## Optional Materials

This list of requirements outlines the minimum documentation that you should include in your syllabus. If you would like to add other materials that you have created during the MAFLT or in your practice as a language teacher, feel free to do so. Simply keep in mind the **internal** and **external** purposes of the portfolio, as discussed above. If you are not sure what to include or how to present a component, contact your portfolio mentor.

## New Material for the Final Portfolio

In order to present the materials in your final portfolio effectively and reflect on your experience in the program, you will create the following documents while enrolled in FLT 898:

- **Portfolio Inventory & Checklist.** This checklist is a form that appears on your site while it is “under construction” but will not be included in the final version of your portfolio. It should be updated to reflect your progress on the portfolio and the specific materials that you have chosen to include (i.e., specific titles, topics, etc.).
- **Portfolio Text** Throughout your portfolio, you will need to add headings and text that explain the content of each page to your visitors and to guide them to view and access materials in the way that you intend. The Introduction and About Me texts will also be submitted to D2L Assignments so that we can make sure the first text that visitors see has received careful revision and proofreading.
- **Teaching Video (if not already recorded)** Your Teaching Video should include about 15 minutes of actual classroom instruction. It should be stored online and embedded in your site. You should explore tutorials and guides for the platform of your choice to learn about how videos will appear when embedded. If you do not include a video, consider other options for demonstrating your teaching ability and approaches to visitors, such as a screen capture video of online instructional materials you have created and/or a collection of photos with descriptions of the classroom space and events. Remember you will need permission if you show students’ faces in the video or other materials.

- **Program Reflective Essay:** (not to be confused with the EM reflective essay) The Reflective Essay is a separate document that will be created this semester and submitted via D2L. There is a Guidelines document for this essay in D2L. When submitting your ePortfolio, you should embed the Reflective Essay as directed in the model site so that reviewers can find it easily. These reflections are really for internal purposes, though, so you can remove it before you publish your site for public viewing.

The Model Portfolio provides some guidance on each page, including where and what text would be appropriate. As you work on your portfolio throughout the semester, consider how you can help your audience to easily understand and appreciate what you have included. If you are building your portfolio from the template site, make sure that you delete instructions and placeholders from the template as you complete each page.

### **Model MAFLT Portfolio in Google Sites:**

<https://sites.google.com/msu.edu/maflt-model-portfolio/home>

(can duplicate this site to start yours)

## **Portfolio Design Guidelines**

### **General Guidelines on Revising and Uploading Documents**

The majority of the materials that you submit in your portfolio will have already been created during other MAFLT courses. The exceptions to this are your portfolio introduction and your portfolio reflective essay. When you prepare documents for the portfolio, keep in mind that the audience for these texts may now be much wider than only MAFLT faculty. The following recommendations are intended to help you share your materials appropriately for the purposes of faculty feedback, portfolio evaluation, and public sharing of your finished site.

- **Sharing and Submitting Portfolio Items:** Portfolio materials be shared with your portfolio mentor in your shared folder linked to Microsoft Teams while they are “works in progress” and when you are seeking input. However, submitting materials means that you have both **uploaded them to D2L** Assignments folders in the FLT 898 course and **added them to your portfolio website** through adding text to the web page, adding a link to the document in a shared folder, or embedding the document from a shared folder. Please make sure that you have adjusted the sharing settings on the folder and the documents appropriately for “anyone at MSU with the link”!



- **Revisions and Public Versions:** Documents should be clean, presented in a professional manner, and revised as needed. Specific course information (such as “FLT 807” on your teaching philosophy) will not be meaningful to external readers in the headings or body of the paper, so you should refer to the courses by name. Adding cover pages is optional. Your reflective essays, the Program Reflective Essay and the EM Reflective Essay, should be included in your site until after faculty have reviewed it. After that, they can be removed from the site before it is fully published on the web.
- **Audience awareness:** The reader needs to be able to understand what you did and what it means. If you refer to a specific MAFLT course, assignment, or procedure in your text, outsiders may not recognize its nature or significance. Either remove these references or add more explanation. That said, readers should recognize terms and concepts from the field of language learning and teaching, and your awareness of research-based concepts and practices will help to convey your expertise to these readers.
- **Security and Ownership:** Keep security in mind as you revise and share materials. You want to be comfortable sharing all of this content on a publicly available website. If you do not want your address, student information, or other details to go out to the world, then be sure to remove them from these documents. Also, consider your file format. When you add documents to your website, it will be more difficult for outsiders to download and make unauthorized use of your work if you save your documents as PDFs.
- **Publishing Your Finished Site:** Finished portfolios should be published on your selected platform so that you can use them beyond the program. You can continue to add to it, remove from it, or modify it after that time. However, please keep in mind that we will also link to your portfolio from the MAFLT website and direct other students, alumni, and visitors to it. If your site will no longer be recognizable as a MAFLT Portfolio, then consider creating a separate site. We are proud of your work and want to be able to share it after you graduate!

## Portfolio Design and Peer Examples

The course materials provide some guidance on methods for designing your portfolios, but you are encouraged to look for instructional materials on web design at these sites and on sites such as eHow.com, About.com, etc. You can access sample portfolios and other resources from the FLT 898 course page, the MAFLT Community page, and the MAFLT public website.

### FLT Final Portfolios Gallery:

<http://maflt.cal.msu.edu/portfolios>

### Google Sites Learning Center:

<https://apps.google.com/learning-center/products/sites/get-started/>

### WordPress Sites on MSU Commons:

Introduction to the Commons: <https://support.mla.hcommons.org/getting-started/>

Get Started: <https://commons.msu.edu/membership/>

ePortfolio at MSU: <http://help.d2l.msu.edu/node/4396>

### General Web Authoring Advice:

<https://websitesetup.org/>

## Review Process for Portfolios

The examination committee will consist of two MAFLT faculty members who will review the portfolio according to the MAFLT Portfolio Evaluation Rubric. They will recommend a result of HIGH PASS (4.0), PASS+ (3.5), PASS (3.0, 2.5, or 2.0), or FAIL (1.5, 1.0, 0.0). A high pass will be granted when the portfolio is complete, the web site is well-designed and presented, the individual materials are complete and revised, and the student has maintained communication with the portfolio advisor and met all deadlines. Students who miss more than one of the major deadlines above or who do not revise their portfolios according to feedback will not be considered for a High Pass. A Fail would indicate that the portfolio was incomplete or not submitted.

The tentative grade will be communicated to the student approximately one week after the due date for committee review. Students should revise the portfolio based on this feedback, which may result in an adjustment to the portfolio grade. If a student still does not earn a passing grade, she or he must enroll in FLT 898 again in the following semester in order to fulfill the requirements for graduation. A candidate who fails the portfolio exam may retake it only once, and this retake must occur during the following semester. A second failing grade will lead to dismissal from the MAFLT program with no degree awarded.

### Completion of the Course and Graduation from the MAFLT

In order to graduate from Michigan State University with your graduate degree, you must apply to graduate at the beginning of your final semester (that should be now). Information about how to apply and about MSU Commencement ceremonies can be found on this page:

[Advanced Degrees | Commencement \(commencement.msu.edu\)](https://commencement.msu.edu)

If you do not complete the requirements of the Final Portfolio prior to the date of Final Portfolio Evaluation, you will receive a deferral (DF) in place of a grade for this course until the portfolio requirements are satisfied. This situation will not prevent your graduation, but it is likely to delay your graduation and receipt of your diploma.

The current design of FLT 898 and the guides for completing your website provided in the course are intended to help you stay on track and complete the website on time and at a high level of quality. Please strive to adhere to the due dates throughout the course and to communicate effectively with your instructor and peers so that you can reach these goals and graduate at the expected time.

## FLT 898 Final Portfolios Course

The MAFLT Portfolio is designed to serve two primary purposes. The internal purpose is to demonstrate that you have met the learning objectives of the program. The external purpose is to ensure that you graduate with a coherent, well-presented, detailed collection of evidence that can convey your foreign language teaching experience to stakeholders outside the program, including current and future administrators, prospective employers, academic programs, state boards, and so on.

### ***1. Collating and Curating Your Portfolio Materials***

As the semester proceeds, you will be prompted to gather the various required materials for your portfolio and submit them to D2L Assignments. This step allows me to confirm that you have the appropriate materials and to respond to materials that may benefit from revision or formatting adjustments. Files may also be shared via Microsoft Teams to facilitate feedback. In order to share your materials in your portfolio, you should decide on a cloud-based location for them, i.e., OneDrive or Google Drive, and create a dedicated folder that will contain all files to be embedded in your site. Media files should be stored on an appropriate platform, such as YouTube. Further guidelines and recommendations are provided in the Portfolio Design Guide.

### ***2. Creating an Internet-Based Portfolio to Display your Materials Publicly***

All the materials that can and should be shared widely, with colleagues, potential employers, etc., will be compiled in an online format that is easy to share internally and externally. Include all elements of the portfolio as listed below. A “Model” site has been provided via Google Sites. Once it is shared with you as an editor, you can duplicate that site and use it as a template. However, you may use another platform such as WordPress, Weebly, or D2L’s ePortfolio function. Your faculty mentor can and will provide some guidance on all of these methods, but ultimately you are responsible for your own web design skills and efforts. Designing an online portfolio is another form of evidence of your learning in the MAFLT.