

MAFLT Final Portfolio Guidelines

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See D2L course page for further contact information.

PURPOSE AND PROCEDURE

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. To that end, we ask you to present your materials in two forms:

1. Submit Materials as Documents for Review:

All elements of the portfolio will be submitted to the Assignments folders in the FLT 898 course page in D2L and to your online portfolio. They are there so that you can begin uploading material to them before the semester you enroll in FLT 898, the comprehensive exam/portfolio course. However, for the purposes of reviewing your final portfolio, you should use Google Drive to store and share materials that are “under construction,” and use your Assignments folder in the FLT 898 course page to submit all of your final drafts for review.

2. Create 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.

CONTENTS OF THE PORTFOLIO

The chart below (see end of syllabus) summarizes the documentation that should be included in your portfolio. 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 change 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. Note that as of 2020, the teaching video is required, but you may request a waiver. If you have not recorded one in the past, you can do so this semester.

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!

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 Introduction** The Introduction appears on the home page of your portfolio website, but it will be submitted via D2L so that we can make sure the first text that visitors see has received careful revision and proofreading.
- **Portfolio Inventory** This document should include a list of the specific items that you have included on your site, along with the explanatory text that appears on each of your site pages.
- **Teaching Video** 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.

In addition to the required documents, your site should include sufficient text on each page of your website to inform visitors about what they will find in your portfolio. Consider how you can help your audience to easily understand and appreciate what you have included. The Model Portfolio provides some guidance on where and what text would be appropriate.

PORTFOLIO DESIGN AND PEER EXAMPLES

We can and will 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 Showcase at <http://maflt.cal.msu.edu/showcase>.

Google Sites Portfolio Template:

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

Google Sites Learning Center:

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

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.

MAFLT PORTFOLIO REQUIRED COMPONENTS

Category	Documents	Source
Overview Documents		
1	Inventory or Table of Contents – List specific items included in portfolio with page numbers or links. Sequence and headings should correspond to the guidelines and this chart.	New for Portfolio
2	Portfolio Introduction – Provide a brief bio, summarize the content of your portfolio, and explain how the artifacts demonstrate your competence as a teacher of your target foreign language. This text will appear on the Home page of your website.	New for Portfolio
3	Portfolio Reflective Essay – Discuss how your studies in the MAFLT program have affected your language teaching practice, beliefs, and intentions.	New for Portfolio
Professional Documents		
4	CV – Include a revised CV that is appropriate for your experience and professional goals. Also include RCR certificate and proficiency evidence (see below)	FLT 817 Program Admin
Methods Evidence		

	<p>5 Teaching Philosophy – Include your philosophy of language teaching, revised to reflect further adjustments to your beliefs and practices during the program.</p> <p>6 Teaching Video – Submit an edited 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 text and the link to the video’s location online to D2L Assignments.</p>	<p>FLT 807 Methods and FLT 817</p> <p>Required as of Fall 2019. Waiver requests: Discuss with 898 instructor.</p>
Technology Evidence		
<p>7a</p> <p>7b</p>	<p>Option A – Submit a written artifact such as a detailed lesson plan or a literature review paper that demonstrates understanding of and competence in the use of technology to teach your target language.</p> <p>Option B – Submit a tech-infused artifact such as a website, materials involving computer-based or internet-based tools, etc. that demonstrate competence in the use of technology to teach your target language. If this option is selected, include a page in the portfolio describing this artifact, when and why you developed it, and how it demonstrates your competence.</p>	<p>FLT 881 Technology</p>
Assessment Evidence		
	<p>8 FLT Assessment – 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.</p>	<p>FLT 808 Assessment</p>
Culture Evidence		
	<p>9 Intercultural Activity Design – Submit an activity plan and a narrated presentation in which you describe an activity for the FLT classroom that develops cultural awareness and intercultural skills. Include well-articulated rationale, objectives, and procedures for this activity as well as materials.</p>	<p>FLT 815 Culture</p>
Language Proficiency Evidence		
	<p>10 ACTFL OPI or ACTFL SOPI certification of foreign language proficiency in the target language. If your target language is your native language, then you do not need to submit this certification. Typically, students in FLT 808 Assessment will have taken the OPI (if they had not already done so) and reflected on that exam.</p> <p>On the page where you list your proficiency level, we recommend that you also include a brief narrative of your language learning experience and possibly your reflection on taking the OPI (or TOEFL, if applicable).</p> <p>If you teach your native language, the OPI is not relevant. However, you may choose to include other information and</p>	<p>FLT 808 Assessment</p> <p>Required only if your target language is not your native language.</p>

	credentials that document your proficiency in English and/or the target language.	
Experiential Module		
11	Experiential Module Materials and Reflective Essay Description of Experiential Module(s), including how the module expands on the student’s coursework and integration of module(s) into the student’s 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 890 Experiential Module

Additional Website Content

When you incorporate each of these items into your online portfolio, also include an audience-appropriate introduction to that item that includes an explanation of what it is, how and why it was created, and key content that visitors to your site might want to explore.

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.

ACADEMIC INTEGRITY GUIDELINES AND POLICIES

Expectations for Academic Integrity at Michigan State University

The principles of truth and honesty are fundamental to the educational process and the academic integrity of the University. The MAFLT Program adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See MSU Policies on Academic Integrity.)

You are responsible for knowing MSU's policy on academic honesty and plagiarism. Plagiarism can include accidental failures to cite appropriately, blatant use of others' words or ideas without proper attribution, self-plagiarism involving submission of the same paper in multiple courses, and other activities that constitute breaches of trust between instructors and students regarding student work. Familiarize yourself with this site: <http://www.msu.edu/unit/ombud/academic-integrity/>. Note that this web site states that "plagiarism not only is legally wrong but also morally corrosive... Any paper based upon the writing of others should *acknowledge every source used*."

Academic integrity also assumes that any and all work submitted by a student is generated by that student for the purposes of that course. Therefore, students should never:

- claim or submit the academic work of another as one's own
- procure, provide, accept or use any materials containing questions or answers to any examination or assignment without explicit authorization from the instructor
- use the <http://www.allmsu.com> website to complete any work for this course
- complete or attempt to complete any assignment or examination for another individual without proper authorization
- allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization
- submit coursework completed for another course to satisfy the requirements of this course.

Possible penalties for breaches of academic integrity include: (a) receiving a penalty grade on the assignment, (b) failing the assignment, or (c) failing the class. Please note that unfortunately all three types of penalties have been given out to MSU undergraduate and graduate students before. If an instructor gives you a penalty, that instructor is expected to and will inform the director of the program and other relevant faculty of the penalty. Note that plagiarism can lead toward expulsion from MSU.

Implications for Academic Integrity in MAFLT Course Assignments

The overall purpose of the MAFLT Program is to prepare master language teachers. In addition to that objective, however, the program should train you to participate in academic communities, to be an active and informed consumer of relevant research, and to contribute to the field. Course assignments therefore often require that you follow conventions that are agreed upon by scholars in fields related to foreign language teaching. In this program, we use the format for citing sources and structuring papers defined by the American Psychological Association (APA). However, the most important consideration when using sources is that you find a way to give credit to all sources that you use.

You are expected to create your own original work for each and every assignment in the MAFLT Program. That work should be informed and inspired by other teachers as well as scholars. When you use their ideas and words, you must give credit to them. That is true for all types of assignments. It is true for any and all sources that inform your work, including journal articles, book chapters, published lesson plans (from sites such as TeachersPayTeachers.com), blog posts from other teachers' websites, popular media. You do not need to cite lecture materials or guidelines created by your instructor for this course.

When you do not give credit to the sources that you use, you are violating expectations for academic integrity as defined by Michigan State University and may be subject to the penalties described above. If you are not sure whether and how to cite sources for a given assignment type, consult with your instructor *before* the assignment is due. At minimum, provide a comment in your submitted document stating that you have a question about whether you have cited appropriately and sufficiently. Incorrect citation format in any assignment does not automatically constitute plagiarism. However, the line between incorrect formatting and a case in which you are knowingly using others' ideas or words without giving proper credit is sometimes difficult to discern. That is why we strive to use, and to teach you to use, citation practices that are common across instructors in the MAFLT and accepted by scholars, academic journals, publishing houses, and professional organizations in our field.

Disagreements and Appeals

If at some point during or after this course you have a dispute with an instructor about a grade, the application of a policy, or another aspect of the course, you should take the following steps: First, discuss the issue with your instructor in a live meeting (virtual or in person), not exclusively via email. Second, if you and your instructor are unable to resolve the dispute, you may contact the MAFLT Program Director. In the case of this course, the instructor is also the program director. Therefore you may take your concerns to the Director of the Center for Language Teaching Advancement, Dr. Felix Kronenberg.

OTHER UNIVERSITY POLICIES AND RESOURCES

Use of Materials from the Course

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students that are the copyrighted property of the course instructor are subject to the following conditions of use:

- **Use of instructional materials:** Students may use course materials including videos, lecture slides, and readings **only** for their own course-related purposes.
- **Sharing of instructional materials and recordings:** Students may not post any course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor, and if applicable, any students whose voice or image is included in the recordings.
- Any student violating the conditions described above may face academic disciplinary sanctions.

Disability Accommodation Requests

Michigan State University is committed to providing equal opportunity for participation in all programs, services, and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at <http://www.rcpd.msu.edu>. Once your eligibility for an accommodation has been determined, you will be issued a verified individual services accommodation (“VISA”) form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible. Please visit:

<http://www.rcpd.msu.edu/Awareness/Home>.

Counseling and Psychological Services (CAPS)

About CAPS: MSU Counseling & Psychiatric Services, CAPS, is the place on campus for students seeking help for a wide range of concerns, including depression, anxiety, stress management, homesickness, adjustment or acculturation, relationships, gender identity and sexual orientation (LBGTQ) concerns, substance abuse, trauma, eating or body image concerns, and other personal mental health

concerns. CAPS combines the services of the former MSU Counseling Center and former Olin Psychiatry Clinic to provide improved access for students. From: <https://caps.msu.edu/about-us/index.html>. Services are available for off-campus students.

MSU Religious Observance Policy

It has always been the policy of MSU to permit students and faculty to observe those holidays set aside by their chosen religious faith. Students who are absent from classes on these days should not be seriously disadvantaged. It is the responsibility of those students who wish to be absent to make arrangements in advance with their instructors. (Please see <http://www.reg.msu.edu/ROInfo/Notices/ReligiousPolicy.asp>).

Online Instructional Rating System

Michigan State University takes seriously the opinion of students in the evaluation of the effectiveness of instruction, and has implemented the SIRS (Student Instructional Rating System) process to gather student feedback. You will receive an e-mail sometime during the last two weeks of class asking you to fill out the SIRS online form at your convenience. Please note the final grade for this course will not be accessible on STUINFO during the week following the submission of grades for this course unless the SIRS online form has been filled out. You will have the option on the online SIRS form to decline to participate in the evaluation of the course. We hope, however, that you will be willing to give us your frank and constructive feedback so that we may instruct students even better in the future. You may find out more about the SIRS system at <http://sirsonline.msu.edu>.