



Portfolio Guidelines for Prior Learning in Education

This portfolio is intended to provide 3-6 hours of elective credit for prior learning in education for those without a baccalaureate degree. It is especially appropriate for people with substantial experience in school settings, such as educational technicians, substitute teachers, or volunteer tutors. These credits may not be applied towards EDU credits required in USM's teacher certification programs.

Outcomes

For 3 credit hours, an applicant must show evidence of meeting the following two standards:

1. **Professional Development:** The applicant recognizes that s/he is, above all, a learner. S/he continually reflects on and evaluates choices and actions, and seeks out opportunities for professional development as well as ways to improve teaching and learning.
2. **Collaboration and Professionalism:** The applicant demonstrates professional responsibility to school and community. S/he works collaboratively with colleagues, parents, and community members to improve the conditions of learning for all students and adults.

For 6 credit hours, an applicant must additionally show evidence of meeting the following two standards:

3. **Knowledge of Child/Adolescent Development and Principles of Learning:** The applicant demonstrates respect, concern for children and an understanding of how they continue to develop and learn. S/he uses this knowledge to plan and guide instruction and to create a challenging, supportive learning environment.
4. **Classroom Management:** The applicant understands and implements classroom management techniques that support individual responsibility and the principles of democratic community.

Evidence

Evidence of meeting these standards will include relevant artifacts from classroom practice, accompanied by written explanations of how these artifacts demonstrate appropriate knowledge and skills with respect to the standards. Examples of artifacts include professional documents related to classroom instruction, lesson plans, evaluations, descriptions and analyses of practice, reviews of research and professional literature, case studies, experience logs and certificates, letters of reference, videotapes, and other forms of documentation.

The following criteria will be used to determine whether the evidence is sufficient to meet the standard for this level of proficiency:

- Experience: At least 45 documented hours in an educational setting
- Relevance: Are the artifacts and analyses pertinent to the standards? Are they based on authentic classroom experiences?
- Depth/Breadth: Does the portfolio show significant and well-rounded understanding and application of the standards? Are there multiple demonstrations of important aspects of teaching and learning?
- Analysis: Does the writing reflect quality thinking and form? Is there a rationale for practice that connects to principles of teaching? Is the writing well organized and developed?

Format

The portfolio should include the following elements:

- ✓ A table of contents
- ✓ A current resume, including documentation of time spent in school settings
- ✓ A personal statement in which you describe your educational experiences as an educational technician or assistant in a classroom setting
- ✓ Sections for each standard or a mapping of artifacts to standards
- ✓ Artifacts accompanied by reflective annotations and analyses that explain their meaning and importance to the standard(s)

Evaluation

The portfolio will be evaluated by a faculty member in the Teacher Education Department in light of these guidelines. Portfolios will be rated in one of three ways: (1) Approved for Prior Learning Credit; (2) Approved for Revision; (3) Not Approved. If the portfolio is approved for revision, feedback will be given to the applicant for resubmission.