

**Portfolio Assessment**  
Graduate Residency in Environmental Education  
McCall Outdoor Science School

**What is a portfolio?**

The portfolio project is our primary assessment tool and means for evaluating your learning and professional development at MOSS. More importantly it is **your** chance to demonstrate your growth process during the Graduate Residency in Environmental Education. In short, the portfolio is a collection of artifacts organized under a theme and displayed so that you can show this to others. The format is up to you – you may choose simply to display artifacts in a three-ring binder, or you may wish to unleash your creative side. The point is to choose a format that will help you to convey to us the work, growth and learning that you have done here at MOSS.

**Why are we using portfolio assessment?**

There are lots of ways to assess learning. We have chosen to assess your total development as a field instructor by means of a portfolio because a) we believe that it will allow you to represent the learning that **you** feel is most significant and also because b) research shows that the reflective process of creating a portfolio actually contributes to your learning and development (Brown, 2002).

**What needs to be included in this portfolio?**

You have the responsibility of showing your growth in three main areas: teaching (skills and philosophy), ecological concepts, and outdoor leadership. You will want to choose enough artifacts to give ample evidence of your growth and development, while at the same time you want to show wise selection – think poetry, not a novel. Although we list these as “separate” content areas, there should be overlap and your portfolio should represent how you see these “strands” working together and flowing through your journey at MOSS.

**Teaching Development**

**Goal:** Demonstrate graphically your growth as an educator

Items you may want to include:

- Examples of lesson plans
- A statement that conveys your philosophy of teaching with reference to how it has developed over the course of your experience at MOSS
- Photographs of you teaching
- Evaluations by faculty, peers or visiting teachers
- Journal reflections on elements of your teaching
- A summary of your phenomenological study

**Understanding of Ecological Concepts**

**Goal:** Demonstrate graphically the growth and development of your ecological literacy and its application to teaching.

Items you may want to include:

- Sample ecological models and graphics
- Pictures of field studies and student activities
- Pressed plants and samples
- Descriptive text and reflections on projects, presentations and concept development

### **Leadership / Community Skills**

**Goal:** Graphically represent your leadership journey at MOSS. Highlight challenges, positive growth, "aha" moments (moments of resonance), your role within the community and development as an instructor

Items you may want to include:

- Initial self-assessment piece on your leadership qualities
- Mentor reflection
- Artifacts representing your role within the community of learners
- Artifacts representing your role as teacher
- Final self-assessment

Brown, J. O. (2002). Know Thyself: The Impact of Portfolio Development on Adult Learning. *Adult Education Quarterly*, 52(3), 228 - 245.