

Prior Learning Portfolio (PLP) Guidelines for ED 110/ED 111: Practicum (3 s.h.)

Many adult students seeking teacher licensure come to Mary Baldwin University with substantial experience and wisdom gained by working in K-12 schools. The MBU Online and Post Baccalaureate Teacher Licensure Programs provide a vehicle for documenting and transcribing that knowledge: the Prior Learning Portfolio (PLP). Students who submit a portfolio for ED 110 / ED 111 need to demonstrate that their prior classroom field experiences are of the same quality and quantity as those of students who enroll in ED 110 / ED 111 at the university.

In general, the setting for these activities should be a K-12 public or state-approved private school and **should represent a minimum of 60 hours in the field**. These activities must have been carried out in the endorsement area for which a license is sought, and they must have taken place prior to or in addition to practicums taken at Mary Baldwin. The experience should be no older than ten years. PLP hours may be earned while enrolled at MBU, but they **MUST** be separate from hours earned in other MBU practicums. Day to day substitute teaching alone is not acceptable for PLP credit due to the fact that the student is not working with a licensed teacher during the day. Long-term substitute experiences, in a student's endorsement area, may count for use in a PLP. To determine if your experiences will be appropriate for the course exemption, please contact your advisor.

MBU Online and PBTL students who took the VCCS course EDU 200: *Introduction to Teaching as a Profession*, may create a portfolio based on their experiences in the field placement for that course so long as the placement meets the above criteria. The experience in the field must be *at least 60 hours*, which is the MBU requirement.

The ED 110 / 111 portfolio should be submitted no later than the Student Teaching application deadline that is applicable to the student.

Students will follow guidelines in the Prior Learning Portfolio Handbook: click [here](#) for direct link to the handbook, the relevant sections of the PLP Handbook are pages 7-8 and 12-13. The Click [here](#) for direct link to Prior Learning Portfolio Request Form and Click [here](#) for the Approval of the Prior Learning Credit Form. *Please note the following exceptions to the PLP Handbook~ College of Education students should submit one electronic copy for your PLP to your academic advisor for review. Your advisor will send the PLP to Lori Johnson at ljohnson@marybaldwin.edu. Ms. Johnson will confirm receipt of the PLP and PLP payment. At that time the PLP will be sent to the facilitator for credit approval.*

NOTE: There is a fee associated with submitting a PLP. This fee is equivalent to one semester hour of credit in the semester in which the PLP is submitted. Financial Aid cannot be used for PLPs. Grading and Submission Forms can be found on the MyMBU MBU online tab.

Many students find the PLP process to be both affirming and rewarding. We encourage you to make the most of the opportunity to reflect on your past experiences in schools and present them with the craft and polish that communicates pride and professionalism. Successful PLPs are clear, reflective, well-developed with descriptive details and examples, and carefully organized.

The ED 110/ED 111 PLP should include the following in order:

1. A letter that you write to request Prior Learning Portfolio evaluation.
2. The “**Approval of Prior Learning Credit**” and “**Grading**” form with only the name and MBU ID number filled in. The Prior Learning Portfolio Grading (.doc, 28K) and Prior Learning Portfolio Submission (.doc, 25K) are located on the MyMBU page. The student sections of these forms must be completely filled out. f
3. **Table of Contents**
4. **Current resume**, including a. Name, mailing address, email address, and telephone numbers
b. Educational experience with dates/location/grade level
c. Employment experience with dates
d. Community activities
e. Other activities that are relevant to teaching
5. **Description and documentation of activities and learning:** This narrative should describe the skills and knowledge and learning the student has already experienced that would otherwise have been gained by taking the ED 110 / ED 111 Practicum. **Some of the areas related to teaching that you may wish to address are planning and organization, instructional strategies, student behavior, the role of content knowledge, assessment, and/or technology in the classroom.** *Students should not feel limited to these topics* and are encouraged to include other relevant areas of learning in their narrative. For each area included, students would describe the experiences and the time and place in which the experience occurred. They would also include an explanation of their position in relation to others involved, and a description of how that experience contributed to their learning, relevant to teacher preparation. Information on any special training received, such as workshops, should be included in this narrative. This narrative should be about five to eight pages in length. Organizing the body of this narrative using subheadings for each area of learning is recommended. The narrative must be written in a professional manner demonstrating college level writing skills.
6. **Article Reflections:** Please read the following articles and answer the associated questions:
 - #1. Ruggiero, D., & Mong, C. J. (2015). The teacher technology integration experience: Practice and reflection in the classroom. *Journal of Information Technology Education: Research*, 14, 161-178. Retrieved from <http://www.jite.org/documents/Vol14/JITEv14ResearchP161-178Ruggiero0958.pdf>
 - #1. Prompt-please respond in one to two pages: How will you use student-centric learning and technology in your future classroom? Speculate on three new ways that you will use a student-centric approach. Give details to support your response.
 - #2. Tomlinson, C. (2000). Reconcilable differences? Standards-based teaching and differentiation. *Educational Leadership*, ASCD, 58 (1). Retrieved

from http://www.ascd.org/publications/educational_leadership/sept00/vol58/num01/Reconcilable_Differences%C2%A2_Standards-Based_Teaching_and_Differentiation.aspx

#2. Prompt-please respond in one to two pages: In Tomlinson's "Reconcilable Differences? Standards-Based Teaching and Differentiation", she talks about grading practices, "Is there an opportunity for struggling learners to encounter excellence in our current grading practices?" and "Is there an opportunity for advanced learners to encounter struggle in our current grading practices?" As a former K-12 student, speak to your own experience and whether or not you encountered struggle or excellence as you were graded/evaluated.

7. **Appendix:** Documentation and supporting materials, which must include two statements of verification from persons who directly observed and supervised the experiences. The appendix is the appropriate place to include printed job descriptions, written evaluations of your work, letters of commendation, certificates from workshops, etc.

8. **Other Requirements:** As a State of VA approved Teacher Education program; MBU students are required to complete the following additional requirements. As you complete these requirements, you will receive a certificate. Please include your certificate for: Child Abuse and Neglect Recognition Training and the Dyslexia Awareness Training Module

Please Note Testing: The MBU College of Education has testing requirements for admission to the Levels of Program Progress. Please be sure to review the requirements as they apply to your situation.