



UNIVERSITY *of* ALASKA ANCHORAGE

## **Master of Education in Teaching and Learning**

### **Academic Assessment Plan**

**Adopted by**

**The Teaching and Learning faculty:**

**January 5, 2022**

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 1/21/22

Reviewed by the Faculty Senate as an information item: 2/4/22

## Mission Statement

The Master of Education (M.Ed) in Teaching and Learning is designed for professionals seeking advanced studies in education. The program supports students' development as scholarly practitioners through coursework and a comprehensive portfolio, which includes an applied research project. The program examines teaching and learning, with an emphasis on culturally responsive education, in Alaska and similar contexts. In consultation with a faculty advisor, each student identifies a professional concentration related to professional practice and career aspirations.

## PROGRAM STUDENT LEARNING OUTCOMES

Students graduating with a M.Ed. in Teaching and Learning will be able to:

- Demonstrate advanced content and pedagogical knowledge for teaching.
- Use research to inform professional practice.
- Explain the relationship between education and social justice.
- Demonstrate leadership skills for the professional context.
- Translate educational theories into culturally responsive practice.

## Measures

Outcome	Course-based Key Assessment (Formative Assessments)	Comprehensive Summative Assessment
1. Demonstrate advanced content and pedagogical knowledge for teaching.	EDTL A651: Curriculum Design Project  EDTL A698—Phase 2: Artifact Report 2	Teaching and Learning Portfolio: Submitted in EDTL A698—Phase 3 <ul style="list-style-type: none"> <li>• Research Project Report</li> <li>• Artifact Report</li> <li>• Self-Reflection</li> <li>• Oral Presentation</li> </ul> The portfolio assesses the five PSLOs.
2. Use research that informs professional practice.	EDTL A698—Phase 1: Research Project Proposal  EDTL A698—Phase 2: Artifact Report 2	
3. Explain the relationship between education and social justice.	EDTL A651: Curriculum Analysis Project  EDTL A698—Phase 2: Artifact Report 2	
4. Demonstrate leadership for the professional context.	EDTL A651: Curriculum Design Project  EDTL A698—Phase 2: Artifact Report 2	
5. Translate educational theories into culturally responsive practice.	EDTL A651: Curriculum Design Project	

	EDTL A698—Phase 2: Artifact Report 2	
--	--------------------------------------	--

**PROCESS**

Timeline for Assessment Process

- Formative Assessments in EDTL A698-Phase 1 and EDTL A651: Beginning of program (first or second semester)
- Formative Assessments in EDTL A698-Phase 2: Middle of program
- Summative Assessment--Portfolio in EDTL A698—Phase 3: Final semester
- Annual Program Review: Faculty review and analyze results of formative and summative assessments each year.

Course-based Key Assessments (Formative Assessments)

Course-based key assessments are administered in the two required Teaching and Learning Core courses (EDTL A651 and EDTL A698). The instructors in these courses score the assessment and records the results in a data management system. Program faculty review and analyze the key assessment results as part of the annual program assessment cycle.

The course-based key assessments include:

- *Curriculum Design Project* (EDTL A651). PSLOs 1, 4, and 5  
Students design a curriculum unit that demonstrates advanced content and pedagogical knowledge for teaching and is based on a culturally responsive education framework. Students demonstrate knowledge and skills for leadership in the professional context by developing a plan for leading a curriculum policy initiative or curriculum design/implementation project.
- *Curriculum Analysis Project* (EDTL A651). PSLO 3  
Students analyze professional or academic standards related to curriculum using a social justice framework. Students present a concise description of the standards; conduct an in-depth analysis of the standards from a social justice perspective; and offer recommendations for curriculum policy or practice, consistent with a social justice framework.

- *Artifact Report 2* (EDTL A698—Phase 2). PSLO 1-5  
Students select artifacts from M.Ed. Teaching and Learning coursework and professional practice to demonstrate enactment of each Program Student Learning Outcome. Students describe each artifact, explain how it demonstrates their attainment of a selected PSLO, and present ways they plan to apply their learning in future practice. Completed in Phase 2 of EDTL A698.
- *Research Proposal* (EDTL A698—Phase 1). PSLO 2  
Student prepare a research project proposal that demonstrates knowledge of research design and the ability to link research to professional practice, specifically addressed in item #6 of the proposal (see below). The research proposal is developed in Phase 1 of EDTL A699, the first step of the M.Ed. Teaching and Learning research project that is completed in EDTL 698—Phase 3 and included in the Teaching and Learning Portfolio.
  1. Problem of Practice
  2. Research Question
  3. Theoretical/Conceptual Framework
  4. Literature Review
  5. Methods
  6. Contribution to Professional Practice: Findings or Professional Product. *Directly addresses PSLO #2: Use research to inform professional practice.*
  7. IRB: Requirements and Plan

The Teaching and Learning Portfolio (Summative Assessment) PSLOs 1-5

The Teaching and Learning Portfolio is submitted in EDTL A698—Phase 3 during the final semester of the program. The portfolio is the summative assessment through which students demonstrate they have met the Program Student Learning Outcomes. The instructor of EDTL A698—Phase 3 records assessment results in a data management system. Program faculty review and analyze the portfolio results as part of the annual program assessment cycle.

The portfolio consists of four parts:

- Research Project Report
- Artifact Report
- Self-reflection
- Oral Presentation

**Research Project Report:** Students conduct and report results of an applied research project. The report consists of seven primary sections:

1. Problem of Practice
2. Research Question
3. Theoretical/Conceptual Framework
4. Literature Review
5. Methods
6. Contribution to Professional Practice: Findings or Professional Product
7. Discussion: Implications for Practice and the Profession

**Artifact Report:** Present evidence of having met the Program Student Learning Outcomes (PSLO) through two artifacts for each PSLO, with 10 artifacts in the report. Select artifacts from assignments in at least five courses taken in the M.Ed. Teaching and Learning program or artifacts taken from the student's professional practice during the time admitted to the M.Ed. Teaching and Learning program (e.g., chairing a school-based curriculum committee or leading a professional development workshop for teachers).

**Personal Reflection:** Students consider their overall experience in the M.Ed. Teaching and Learning program and discuss key personal learning outcomes and describe themselves as culturally responsive educators.

**Oral Presentation:** Present a summary of the Teaching and Learning Portfolio, including the Research Project Report, Artifact Report, and Personal Reflection. Respond to faculty's questions related to the oral presentation and written portfolio, as requested.