



PORTFOLIO HANDBOOK: 2022-2023

M.Ed. Teaching and Learning



UAA SCHOOL OF EDUCATION

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M.Ed. Teaching and Learning
Portfolio Handbook

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Disclaimer as required by UAA Office of Academic Affairs:

This handbook is provided for informational purposes only and should not be construed as the basis of a contract between a student and the University of Alaska Anchorage. Although every effort is made to ensure its correctness, regulations of the university and this program's requirements change from time to time during the period any student is attending the University of Alaska Anchorage; to the extent there is a conflict between this handbook and university policies, regulations, rules, or procedures, the university policies, regulations, rules, or procedures will control.

SECTION 1

OVERVIEW

M.Ed. Teaching and Learning Portfolio

The Teaching and Learning Portfolio is the culminating project in the M.Ed. in Teaching and Learning program. Through the portfolio, students demonstrate the five Program Student Learning Outcomes (PSLO) (see list below), which are aligned with the Alaska Cultural Standards for Educators and the CPED Principles for Program Design. Students provide evidence of enacting each PSLO at least three times across the portfolio.

The portfolio consists of four parts developed through independent work and enrollment in three phases of EDTL A698, *Teaching and Learning Research Project*:

- 1) Research Project Report
- 2) Artifact Report
- 3) Personal Reflection
- 4) Oral Presentation

Students submit the final portfolio in Phase 3 of EDTL A698. See Section 3 of the Portfolio Handbook for a description of the three phases.

ORGANIZING FRAMEWORK:

PROGRAM STUDENT LEARNING OUTCOMES, CPED DESIGN PRINCIPLES, AND ALASKA CULTURAL STANDARDS FOR EDUCATORS

The M.Ed. Teaching and Learning program is designed to support students' development of five Program Student Learning Outcomes (PSLO)

1. Demonstrate advanced content and pedagogical knowledge for teaching.
2. Use research to inform professional practice.
3. Explain the relationship between education and social justice.
4. Demonstrate leadership skills for professional contexts.
5. Translate educational theories into culturally responsive practice.

The Program Student Learning Outcomes encompass knowledge, skills, and dispositions needed to function as scholarly practitioner, whether in P-12 schools or other educational settings. The M.Ed. Teaching and Learning portfolio aligns the PSLOs with the Carnegie Project on the Education Doctorate's (CPED) Guiding Principles for Program Design and the Alaska Cultural Standards for Educators. Below is more information about the CPED principles and the Alaska Cultural Standards for Educators, including a table that summarizes alignment of these elements in the M.Ed. Teaching and Learning's organizing framework.

Definition of Key Terms, Principles, and Standards

Alaska Cultural Standards for Educators:

- A. Incorporate local ways of knowing and teaching in their work.
- B. Use the local environment and community resources to link teaching to everyday lives of students.
- C. Participate in community events and activities in appropriate and supportive ways.
- D. Work closely with parents [or other partners] to achieve high level of complementary educational expectation between home/community and school/organization.
- E. Recognize full education potential of each student and provide conditions necessary for them to achieve [realize] that potential.

(Retrieved from <http://ankn.uaf.edu/publications/culturalstandards.pdf>)

CPED Guiding Principles for Program Design in the M.Ed. Teaching and Learning program

- Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
 - Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
 - Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
 - Grounded in and supports development of a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
 - Emphasizes the generation, transformation, and use of professional knowledge and practice.
- (Retrieved from <https://www.cpedinitiative.org/general/custom.asp?page=AboutUs>)

Scholarly Practitioner: Scholarly Practitioners blend practical wisdom with professional skills and knowledge to name, frame, and solve *problems of practice. They use practical research and applied theories as tools for change. (Retrieved from <https://www.cpedinitiative.org/general/custom.asp?page=AboutUs>)

***Problem of Practice:** A Problem of Practice is a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes. (Retrieved from <https://www.cpedinitiative.org/general/custom.asp?page=AboutUs>)

Organizing Framework of M.Ed. Teaching and Learning Portfolio

M.Ed. Teaching and Learning PSLOs	CPED Principles for Program Design	Alaska Cultural Standards for Educators
1) Demonstrate advanced content and pedagogical knowledge for teaching.	Emphasizes the generation, transformation, and use of professional knowledge and practice.	Standards A, B, and E are infused with content and pedagogical knowledge specific to one’s professional field
2) Use research to inform professional practice.	Grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.	Standard B as one component of data-informed, research-based professional practice
3) Explain the relationship between education and social justice.	Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.	Standard E as one component of social justice education
4) Demonstrate leadership skills for professional contexts.	Prepares leaders who can construct and apply knowledge to make a positive difference in lives of individuals, families, organizations, and communities.	Standard C as one component of leadership
5) Translate educational theories into culturally responsive practice.	Opportunities to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.	<p>A. Incorporate local ways of knowing and teaching and their work.</p> <p>B. Use the local environment and community resources to link teaching to everyday lives of students.</p> <p>C. Participate in community events and activities in appropriate and supportive ways.</p> <p>D. Work closely with parents [or other partners] to achieve high level of complementary educational expectation between home/community and school/organization.</p> <p>E. Recognize full education potential of each student and provide conditions necessary for them to achieve that potential.</p>

SECTION 2

PORTFOLIO DIRECTIONS

The portfolio consists of four parts developed through independent work with faculty support during three phases of ECTL A698, *Teaching and Learning Research Project*. In the final portfolio, students must demonstrate enactment of each Program Student Learning Outcome at least three times across the three written sections of the portfolio. The four parts are:

Part 1: Research Project Report

Part 2: Artifact Report

Part 3: Personal Reflection

Part 4: Oral Presentation

Section 2 of the Portfolio Handbook provides information about each section of the portfolio and explains directions for preparing and presenting the final portfolio in Phase 3.

Portfolio Part 1

Action Research Project Report

Directions

NOTE: Students entering Phase 1 in Summer 2022 and after will conduct an action research unless a request for an alternative type of project is approved by instructor. See below for more information.

Action Research as M.Ed. Teaching and Learning's Signature Pedagogy: Overview of Research Project

M.Ed. Teaching and Learning students conduct an *action research* project that addresses a problem of practice situated in their professional context. Action research is directly aligned with the M.Ed. Teaching and Learning's aim to support educators' development as scholarly practitioners.

Action Research Process

With the instructor's support in ECTL A698, students design and implement an action research project using a process drawn from Geoffrey E. Mills (2018) and other action research scholars and texts (e.g., Sagor & Williams, 2017). The research process consists of four major steps with specific activities in each step:

1. Identify Area of Focus
 - a. Identify and explain *Problem of Practice*
 - b. Form and present Research Question
 - c. Identify data collection methods
 - d. Identify data analysis methods
 - e. Identify theoretical framework

- f. Conduct literature review (*LR is completed in Phase 2*)
2. Collect Data
3. Analyze and Interpret Data: Identify results
4. Develop Action Plan (*Action Plan is finalized and presented in Phase 3*)
 - a. Report and discuss results (drawn from data analysis and interpretation)
 - b. Design an action plan informed by the results
5. Implement action plan: (*NOTE: implementation of the action plan may not be included in the M.Ed. Research Project*)

Steps and link to EDTL A698, Phases 1-3:

Step 1—*Identify Area of Focus*—is focused on in Phase 1 of EDTL A698, specifically in the Research Project Proposal assignment. The complete Literature Review, another part of Part 1, is developed in Phase 2.

Steps 2-4: The other action research steps are addressed through the implementation of the project, which are supported in Phases 2 and 3 of EDTL A698.

Step 5: Implement action plan: Not required for the M.Ed. Teaching and Learning action research project.

Alternative to Action Research: If an M.Ed. Teaching and Learning student does not have direct access to a professional context (e.g., not currently working as a professional educator), there are two alternative options for the research project: *case study* or *program evaluation*. Both of these research models have specific design requirements. Contact the instructor of EDTL A698 for more information.

In addition, if a student's non-action research proposal was approved prior to Summer 2022, the student may complete the research project design that was approved in the proposal and, in Phase 3, use the research report outline from the semester when the proposal was approved.

Action Research Project Report: Directions for each section--Final report submitted in Phase 3 of EDTL A698

The action research report is expected to demonstrate high levels of professionalism, rigor in scholarship, and relevancy in addressing an authentic problem of practice. Writing style and all citations, including citations in the text of the report and in the references list at the end of the report, should adhere to APA Style (7th ed.).

The research report includes the sections below. Headings and subheadings as presented below are required in research report.

1. **Title Page**—use APA style unless the Instructor of EDTL A698 requests a different format.
2. **Abstract** (150-250 words) See APA Style Manual (7th ed.) for information about abstracts. In the abstract, clearly identify the problem of practice, research question, methods, action plan, and discussion. (Based on the information presented in the full report.)
3. **Executive Summary** (1-2 pages)
Identify the major sections of the action research report using subheadings as noted below. Each section in the Executive Summary is a concise summary of that section from the full report. Use subheadings as included below in italics.
 - a. *Problem of Practice*: Identify the problem of practice and concisely state i) how it is embedded in professional practice; (ii) its persistence over time; (iii) the context in which it is situated; and (iv) the potential for improving understanding, experience, or outcomes by addressing it in your research project. (2-3 sentences)
 - b. *Research Question*: Present the research question and briefly explain how it relates to the problem of practice. (2-3 sentences)
 - c. *Theoretical Framework*: Identify and concisely describe the theoretical framework used in the action research project. (2-3 sentences)
 - d. *Literature Review*: Identify the key themes and briefly explain the relationship of the themes to the problem of practice, research question, and the professional product. (2-3 sentences)
 - e. *Methods*: Identify the project as an action research approach, the context and sample (participants) and the methods used to collect and analyze data. (2-3 sentences)
 - f. *Action Plan*: Present a summary of the results drawn from data analysis and summarize the action plan, informed by the results, for addressing the problem of practice. (2-5 sentences)
 - g. *Implications for the profession*: Identify and summarize the major themes from the discussion section of the report. (2-3 sentences)

4. Problem of Practice (2-3 pages)

Explain the importance of the problem of practice—e.g., to the field, profession, your practice and/or your organization—and how the research project addresses it. Clearly respond to the following items in the order presented below, listing each as a subheading. References to personal experience is acceptable but there should also be citations from the research/professional literature when applicable.

- Specific *problem* (or issue or challenge)
- Embedded in professional practice
- Persistence over time
- Context (e.g., social, cultural, political, historical).
- Potential to improve understanding, experiences, or outcomes

5. Research Question (1-2 paragraphs)

Present the research question and explain how it relates to the problem of practice.

6. Theoretical Framework (1-2 pages)

Identify and explain the theoretical framework used in the action research project. Include citations from relevant texts.

7. Literature Review (4-8 pages)

Present and discuss relevant scholarly literature related to the research project, organized as a theme-based narrative. In the introduction to this section, succinctly state how the themes in the literature review are related to your research project (e.g., problem of practice, research question). Clearly identify themes and use subheadings to organize the literature review by these themes. The narrative should flow smoothly and reflect conventions of academic writing appropriate for graduate-level work. Use APA style (7th edition) for citations, notes, etc.

8. Methods (2-3 pages)

- Restate the research question and note that in the methods section you address methods that were used to examine the research question—the link between the research question and methods must be clear.
- Identify the project as action research and tell why this was an appropriate type of research for your specific project.
- Summarize the context of and sample (participants) in your project (e.g., school, classroom, etc. with students...etc.)
- Describe in concise detail how the research project was conducted, using the steps of action research as the outline.
- Divide the “Methods” section into additional sections with subheadings:
 - Action research
 - Context of study and sample
 - Data collection
 - Data analysis

NOTE: If you used a data collection instrument (e.g., survey, interview protocol), include it in the appendix of the report. (Do not present the results of your research in the methods section.)

9. Action Plan (5-10 pages)

- a. Report and discuss results that were drawn from data analysis
- b. Design an action plan this is informed by the results. The plan should include concrete, detailed actions based on the results of your research that show promise for addressing the problem of practice.
- c. Clearly identify and discuss the links among the action plan, results, problem of practice, and literature review themes.

10. Implications for the Profession (3-6 pages)

Present implications of the action research project for the professional. Use subheadings by listing the question(s) that you used from the prompts below.

Prompts for this section: Address *one or both* of the following questions: (2-3 pages)

- a) What are some policy implications of your results or action plan?
- b) What are implications for professional education (e.g., preservice teacher education) or continuing education opportunities/professional development for inservice professionals in your field?

11. References

Use APA style (7th ed.) and include all citations in the research report.

12. End Notes (if applicable)

13. Appendix (if applicable)

Portfolio Part 2

Artifact Report

The primary purpose of the Artifact Report is to present evidence of—i.e., make the case for—having met the Program Student Learning Outcomes (PSLO). Present two (2) artifacts for each PSLO with a total of 10 artifacts in the report. Do not include more than two (2) artifacts for each PSLO. The same artifact may be used for up to two PSLOs; however, at least five separate/individual artifacts must be included in the Artifact Report.

Artifacts will be selected from two sources: (a) assignments completed in courses that were part of the M.Ed. Teaching and Learning program and (b) professional practice *during the time admitted to the M.Ed. Teaching and Learning* program. Examples of professional practices include leading a professional development workshop for colleagues or serving on a curriculum review committee for a school or school district.

The Artifact Report consists of a cover page, summary table, and Parts A and B, explained below.

Cover Page: Include the following information:

- 1) Student Name
- 2) Title: M.Ed. Teaching and Learning Portfolio Part 2: Artifact Report
- 3) Program: M.Ed. Teaching and Learning
- 4) Course: EDTL A698—Phase 3
- 5) Name of Instructor
- 6) Date Submitted

After the cover page, insert the Artifact Summary Table as page 2 of the Artifact Report—see template in at the end of this section in the handbook.

Part A: Artifact Report: Linking Artifacts to PSLO

The Artifact Report will be structured around the Program Student Learning Outcomes (PSLO) and clearly address the three guiding questions for each PSLO: *What, So What, Now What?*

When using one artifact for two PSLOs, address each set of questions twice, specific to each PSLO.

Part B: Artifact Documentation:

In Part B, document completing the artifact identified in Part A—i.e., the actual assignment or professional product you referred to in Part A.

Include all headings, subheadings, and format presented below for Parts A and B.

Artifact Report Part A:

Linking Artifacts to Program Student Learning Outcomes

(Total of 10 artifacts—for more information, see above)

Organize the Artifacts Report by the Program Student Learning Outcomes with clear headings for sections in Part A of the Artifacts Report:

- PSLO 1: Content and Instruction
- PSLO 2: Research Informing Practice
- PSLO 3: Social Justice and Education
- PSLO 4: Leadership
- PSLO 5: Culturally Responsive Practice

Format and Headings for Each Artifact (Total 10): Indicate the exact PSLO by number and title, see previous paragraph. Include the three guiding questions as subheadings for each of the 10 artifacts:

PSLO #: *Title of PSLO*

Number and Name Artifact: (e.g., *Artifact #1, Curriculum Design*)

Course: *List Course Prefix, Number, and Title* (e.g., EDTL A651: Curriculum Theory and Design)

What? Identify the artifact (name of artifact) and describe main features. Provide enough detail that the reader can visualize the main features of the artifact without looking at the actual item. (1 paragraph: 3-5 sentences)

So What? Clearly explain how this artifact demonstrates the attainment of the PSLO. Include an example or two to illustrate how you enacted the PSLO. In this section, it is imperative to make a strong case that the selected artifact shows that you enacted the PSLO. It is recommended that this section begins with the following sentence for each artifact: “This artifact demonstrates that I enacted PSLO # because....” followed by a clear explanation for having enacted the PSLO through the artifact. (1-2 paragraphs: 3-5 sentences per paragraph)

Now What? Tell about one implication for your professional practice **in the future**. This section should clearly focus on your future practice based on what you learned from this artifact as it relates to this PSLO. (1 paragraph—3-5 sentences)

Artifact Report B: Artifact Documentation

Directions: Use the following format for each of the 10 artifacts referenced in Part A.

Artifact 1: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 2: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 3: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 4: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 5: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 6: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 7: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 8: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 9: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

Artifact 10: Provide Name and Number of Artifact and List the PSLO. Include the artifact.

M.Ed. Teaching and Learning Portfolio (EDTL A698)

Artifacts Summary

Name: _____

Date: _____

Program Student Learning Outcomes (PSLO)	Artifact Number & Title	Identify Course or Professional Practice Event
1: Content & Instruction		
2: Research informing Practice		
3: Social Justice & Education		
4: Leadership		
5: Culturally Responsive Practice		

Note: The above table should be complete and placed as page 2 of the Artifact Report A.

Portfolio Part 3
Personal Reflection

Length: 4-6 pages

Completed in Phase 3 of EDTL A698.

Include a Cover Page with the following information:

- Student Name
- Title: M.Ed. Teaching and Learning Portfolio Part 3: Personal Reflection
- Program: M.Ed. Teaching and Learning
- Course: EDTL A698—Phase 3
- Name of Instructor
- Date Submitted

Directions: Write a respond to the prompts below. Clearly identify each response with a heading based on the prompts below.

Prompt 1: Personal Learning Outcomes (2-3 pages)

Considering overall experiences in the M.Ed. Teaching and Learning program, write a personal reflection that presents key personal learning outcomes. Students are encouraged to make clear connections to the five Program Student Learning Outcomes in this section.

Prompt 2: Culturally Responsive Educator (2-3 pages)

- a) Describe yourself as a culturally responsive educator.
- b) Do you attribute experiences in the M.Ed. Teaching and Learning program as having supported your development as a culturally responsive educator? If yes, provide examples of how this support occurred. If no, explain.

Portfolio Part 4

Oral Presentation

The instructor in EDTL A698—Phase 3 will announce the due date of the oral presentation each semester. The oral presentation serves as the program’s oral comprehensive exam. Students present a summary of the three sections of the portfolio as explained in the information below.

ePresentation: The presentation is typically produced as a video recording. The instructor of EDTL A698 will inform students of the recording format used in a specific semester at the beginning of the Phase 3 semester.

Presentation Outline

Introduction (5 minutes)

- Who are you? (e.g., classroom teacher...)
- M.Ed. T/L Professional Concentration
- Advance organizer for presentation (e.g., what is the order of the presentation)

Personal Reflection (10-15 minutes)

Present summary of key personal learning during graduate program and describe yourself as a culturally responsive educator.

Action Research Report (10-15 minutes)

Present a concise summary of each section.

- Problem of Practice
- Research Question
- Theoretical Framework
- Literature Review (Identify a key theme or two from lit. review emphasizing how lit review related to or informed your project)
- Methods (e.g., What type of research and why this type?)
- Action Plan: Results and Action Plan
- Implications for the Profession
- Concluding remarks

Artifacts Summary (10-15 minutes)

Select four or five (4 or 5) of the 10 artifacts from the Artifact Report. Include the following information for each:

- Source of Artifact: Course or Professional Practice (one may be from professional practice)
- Link to Program Student Learning Outcome
- Address the three questions in the Artifact Written Report: *What, So What, Now What?*

Questions/Debrief: Address questions posed by faculty reviewers, as requested. This process may occur via a scheduled debrief conference call—e.g., phone, Collaborate, or Skype—or in writing.

Section 3
EDTL A698: Three Phases
Designing, Implementing, and Completing

EDTL A698: *Teaching and Learning Research Project* supports M.Ed. Teaching and Learning students in developing the program portfolio. Students enroll in EDTL A698 three times for one credit each time (total credits = 3).

Students use knowledge and skills gained in research methods courses and through independent reading/study to design and implement a research project with support from the EDTL A698 instructor. EDTL A698 is not a research methods course. For more information about the Research Project, see the current version of the M.Ed. Teaching and Learning Portfolio Handbook.

The EDTL A698 instructor facilitates and otherwise supports the research project and portfolio development process. However, the instructor is not an expert in all content areas or professional fields that students will be examining in research projects. If a student needs additional support from a content or professional expert, it is the student's responsibility to identify and arrange to consult with that individual (e.g., university faculty or professional in the field).

The following is a summary of the three phases of EDTL A698.

Phase 1: Designing (First credit of EDTL A698)

Primary Products: Action Research Project Proposal, Artifact Report 1, IRB Training Certification

Students enroll for the first credit of EDTL A698 prior to completing an approved action research project proposal. To enroll in EDTL A698, students must be fully admitted to the M.Ed. T/L program; they also must have successfully completed EDRS A660 or, with permission, be enrolled in EDRS A660 during the same semester.

Instructor approval of the Action Research Project Proposal and passing all other assignments are required to pass EDTL A698—Phase 1.

In addition to the products noted above, Phase 1 exposes T/L students to the Program Student Learning Outcomes and the Alaska Cultural Standards for Educators.

Phase 2: Implementing (Second credit of EDTL A698)

Primary Products: Literature Review, Research Status Reports 1 & 2, and Artifact Report 2

Phase 2 is usually the *second time students enroll in EDTL A698 for one credit. Phase 2 students are likely in various stages of the action research project process. For example, some students may be beginning to implement the proposal approved in Phase 1 while others may be implementing their research project. *At a minimum, students enter Phase 2 ready to implement the proposal that was approved in Phase 1.*

*In some cases, students may be considered Phase 2 who have already completed two or more credits of EDTL A698 but are not yet ready to move into Phase 3, as described below.

Phase 3: Completing—Final Credit of EDTL A698

Primary Product: Final Portfolio—all sections

Students complete the Program Portfolio in Phase 3. **The final portfolio is the primary product in Phase 3.** Students must pass the final portfolio—written version and oral presentation—to pass EDTL A698, Phase 3 and to meet the M.Ed. Teaching and Learning portfolio requirement.

Written Portfolio

All research, including data collection, analysis, results should be completed before enrolling in Phase 3. Students submit a draft of the Action Research Project Report and Artifact Report to the instructor during the first half of the semester and then revise these for the final submission. Due dates are set by the instructor of EDTL A698 each semester. It is expected that students submit a well-written, clean, and complete draft of the Action Research Project Report and Artifact Report and meet the deadlines published in the syllabus of EDTL A698.

The final portfolio will include three written sections—Action Research Project Report, Artifact Report, and Personal Reflection—that demonstrate attainment of the five Program Student Learning Outcomes.

Oral Presentation

The instructor in EDTL A698—Phase 3 announces the due date for the oral presentation each semester. The oral presentation is typically produced as a video recording posted on Bb. The instructor of EDTL A698 will inform students of the recording format used in a specific semester at the beginning of the Phase 3 semester.

Evaluation Process for written portfolio and oral presentation

Students demonstrate having attained the five Program Student Learning Outcomes via the portfolio. The written portfolio and the oral presentation are evaluated by the instructor of EDTL A698. In some cases, the portfolio may be reviewed and evaluated by another UAA/SOEd faculty. The portfolio is evaluated based on criteria described in the Portfolio Handbook for each section of the portfolio including (a) Action Research Report, (b) Artifact Report, (c) Personal Reflection, and (d) Oral Presentation.

Instructor's approval of the written portfolio for advancing to the presentation indicates the written presentation is complete; however, this approval is not the final evaluation of content or acknowledgement of attainment of the PSLOs.

Evaluation of the portfolio—written and oral presentation—is conducted as a final stage of review by the instructor of EDTL A698. In some cases, one other UAA/SOEd faculty will review the portfolio and report his or her findings to the instructor of EDTL A698. Students will be informed in cases where a second reviewer is involved.

Program Portfolio Completion Policy: Phase 3

The program portfolio serves as the program's comprehensive exam, a program requirement that must be met to exit the program. Students must pass the portfolio to receive a Pass in EDTL A698, Phase 3. If the portfolio is not completed by the end of three credits of EDTL A698, the instructor may assign a

deferred grade (DF). If the grade “DF” is not applicable, or if the student assigned a “DF” grade does not complete the portfolio during the specified timeframe, an additional credit of ECTL A698 may be required to finish the portfolio.

Appendices

Appendix A: Portfolio Evaluation Form: M.Ed. Teaching and Learning (See below)

Appendix B: Formative Program Assessments from EDTL A651 and EDTL A698 (*To be added during Fall 2022*)

Appendix A

Portfolio Evaluation Form: M.Ed. Teaching and Learning

M.Ed. Student: _____

Semester/Date: _____

Faculty reviewers will use this form when evaluating each portfolio.

Evaluation Result: (Pass/Not Pass)

Each PSLO should be clearly addressed at least three times across the three sections of the Portfolio.
Note: Each PSOL will be addressed twice through the Artifact Report; the other required documentation of having met a particular PSLO may be in the Research Project or the Personal Reflection.

Professionalism expectations: Demonstrate professionalism in written presentation throughout portfolio.

- Oral Presentation: Presents satisfactory summary of written portfolio (content) in professional manner.

PSLO	Research Project	Artifact Report	Artifact Report	Personal Reflection
1) Demonstrate advanced content and pedagogical knowledge				
2) Use Research to inform practice				
3) Explain relationship between social justice and education				
4) Demonstrate leadership skills for professional context				
5) Translate educational theories into culturally responsive practice				
Additional Comments				

Appendix B: Formative Program Assessments from EDTL A651 and EDTL A698

(Items to be added during Fall 2022)

- Curriculum Analysis (EDTL A651)
- Curriculum Design Project (EDTL A651)
- Research Project Proposal (EDTL A698—Phase 1)
- *Artifact Report 1 (EDTL A698—Phase 1): a draft version of the report in preparation for formative assessment in Phase 2.*
- Status Report 1 (EDTL A698—Phase 2)
- Status Report 2 (EDTL A698—Phase 2)
- Artifact Report 2 (EDTL A698—Phase 2)
- Literature Review (EDTL A698—Phase 2)
- Status Report 3 (EDTL A698—Phase 3)