M.Ed. Teaching & Learning Portfolio Handbook

PROGRAM COORDINATOR: TIMOTHY E JESTER, ED.D.

M.Ed. Teaching and Learning

Portfolio Handbook

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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 attainment of 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 demonstrate enactment of each PSLO at least three times across the three sections of 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 complete the final portfolio in Phase 3 of EDTL A698. See Section 3 of the Portfolio Handbook for a description of each phase.

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)

- 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.

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.	
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.	
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.	
4) Demonstrate leadership and facilitation skills for the professional context.	Prepares leaders who can construct and apply knowledge to make a positive difference in lives of individuals, families, organizations, and communities.	
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.	A. Incorporate local ways of knowing and teaching and 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 that potential.

SECTION 2

PORTFOLIO DIRECTIONS

The portfolio consists of four parts developed through independent work and faculty support through enrollment in three phases of EDTL A698, *Teaching and Learning Research Project*. Students are expected to 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

Research Project Report

Directions

Research Project Summary

M.Ed. Teaching and Learning students conduct an applied research project that addresses a *problem of practice* (PoP) relevant to the student's professional practice. The project is developed and implemented in Phases 1 and 2 of EDTL A698 and submitted with the program portfolio in Phase 3.

The research project incorporates the Alaska Cultural Standards for Educators and CPED's Guiding Principles for Program Design to support students' development as scholarly practitioners for the Alaska context. The M.Ed. Teaching and Learning program has adapted the CPED approach for a master's level research project. See Section 1 of the Portfolio Handbook for information about the CPED principles, scholarly practitioner, and the Alaska Cultural Standards for Educators.

Examples of Applied Research Projects in the M.Ed. Teaching and Learning program

Through work in Phases 1 and 2, students design and implement an applied research project. In Phase 3, students draw from their work in prior phases to complete the research report.

The research method(s) (e.g., qualitative, quantitative, mixed-mode, etc.) should be appropriate for addressing the research question and relevant to the identified problem of practice. Students explicitly show/explain the links among the elements of the project as they work through the three Phases of EDTL A698.

The following are examples of M.Ed. Teaching & Learning research projects completed by graduates:

- Action Research: Examined teacher's work with students' parents in a diverse, multicultural/multilingual middle school leading to an action plan for enhancing and deepening parents' participation in their children's education.

- Curriculum: Research-based curriculum unit for a rural Alaska school district's middle school math and science curriculum. Integrated a place-based/culturally responsive model with the Common Core standards.

- Professional Manual for Teachers: Study of outdoor education using a place-based framework resulting in a manual for teachers to use in curriculum planning.

- Curriculum: Research-based middle school curriculum aligning a national curriculum to the Alaska Standards for Language Arts and Math.

- Professional Manual for Teachers: Action research examining teacher's practice with positive behavior intervention program leading to the development of a framework used in a professional manual for teachers working in general education preschools.

Research Project Report: Directions for Each Section

Final report due in Phase 3 of EDTL A698

The applied research report should reflect high levels of professionalism, rigor in scholarship, and relevancy in addressing an authentic problem of practice. Written presentation and all formatting (e.g., citations) should follow APA Style (6th ed.), unless otherwise noted.

The applied research report consists of the sections below. Include headings and subheadings throughout the research report.

1. **Title Page**—use APA style unless the Instructor of EDTL A698 designates a different structure.

2. **Abstract** (150-250 words) See APA Style Manual (6th ed.) for information about abstracts. In the abstract, clearly identify the problem of practice, research question, methods, findings, professional product (if applicable), and implications for practice.

3. **Executive Summary** (1-2 pages)
   Identify the major sections of the research report using subheadings as noted below. Each section in the Executive Summary is a concise summary of that section in the report. Use headings as listed below.

   a. *Problem of Practice*: Identify the problem of practice and concisely state i) how it is embedded in profesional practice; (ii) its persistence over time; (iii) the context in which it is sitauted; 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 or Conceptual Framework:* Identify and concisely explain the theoretical or conceptual framework used in the 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 sample (participants) and methods used to conduct the research and analzye the data. (2-3 sentences)

   f. *Contribution to Professional Practice: Findings or Professional Product:* Identify the major findings or the research-based professional product. State how the findings or professional product relate to the problem of practice? (2-3 sentences)

   g. *Discussion: Implications for Practice and the Profession/Field*: Identify and summarize the major themes/ideas in the discusison section. (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 reseach/professional literature when applicable, consistent with a scholarly practitioner approach.
   - Specfic *problem* (or issue, 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 or Conceptual Framework** (1-2 pages)
Identify the theoretical or conceptual framework used in the research project and explain why it is appropriate for—or relevant to—your research project. Include citations from relevant texts.

7. **Literature Review** (6-12 pages)
Present and discuss relevant scholarly literature related to the research project. In the introduction to this section, succiently state how the themes in the literature review relate to this specific research project (e.g., problem of practice, reseach question). Clearly identify themes and use subheadings to organize the literature review. Written presentation should flow smoothly and reflect conventions of academic writing appropriate for graduate level work. Use APA style (6th edition) for citations, notes, etc.

8. **Methods** (2-3 pages)
Describe in detail how the research project was conducted. Explicitly explain how the methods relate to and appropriately address the research question. Divide into subsections with headings appropriate for the type of research you conducted. Examples of subsections include sample, data collection, and data analysis. If you used a data collection instrument (e.g., survey, interview protocol), include it in the appendix or the report. (Do not present findings in the methods section.)

9. **Contrubution to Professional Practice: Findings or Professional Product** (Length: Varies depending on type of product)

   Present the research findings or the research-based professional product in this section. In the introduction to this section, concisely restate how the research project addresses the problem of practice and offers a positive contribution to professional practice. If you prepared a research-based professional product (e.g., curriculum), in the introduction of this section clearly identify the findings and explain how these findings are incorporated in the professional product.

10. **Discussion: Implications for Practice and the Profession** (3-6 pages)

Present implications of the research project for your professional practice <u>and</u> the profession.

Use subheadings as indicated below. Clearly address implications for your individual practice <u>and</u> for the broader professional field (e.g., school, school district, or organization). When addressing implementation beyond your individual professional practice, demonstrate the capacity to think as a leader in the field. Use the following subheadings and points/questions to organize the discussion:

- o <u>Personal Professional Practice</u>: How will you use the findings or professional product in your individual professional practice? (1-3 pages)

- o <u>Implications for the Profession:</u> Demonstrate your capacity to think as a leader in the field by addressing ***one or more*** of the following questions: (2-3 pages)

  a) What would need to happen for your professional product or findings to be implementated on a broader scale (e.g., district or state-wide)?

  b) What are policy implications of your findings or product?

  c) What are implications for professional education (e.g., preservice teacher education) or continuing education opportunities/professional development?

11. References
Use APA style (6th 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 should be selected from classes completed in courses that were part of the program of study (e.g., assignments). One of the 10 artifacts may be from your professional practice *during the time admitted to the M.Ed. Teaching and Learning* program; for instance, leading a professional development workshop for teachers or chairing a school-based committee.

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 Leanring 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 and clearly address three guiding questions: *What*, *So What, Now What?* When using two artifacts for a PSLO, 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 (e.g., the actual assignment or product you referred to).

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 your attainment of the PSLO. Include an example or two that illustrate how you enacted the PSLO. (1-2 paragraphs: 3-5 sentences per paragraph)

> *Now What?* Tell about one implication for your professional practice **in the future**. This should clearly focus on your future practice. (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.

Portfolio Part 3

Personal Reflection

Length: 4-8 pages

Completed in Phase 3 of EDTL A698.

Include a Cover Page with the following information:

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

Writing Prompts: Address each prompt. Include the prompt number and title of the prompts as subheadings.

Prompt 1: Personal Learning Outcomes

Considering overall experiences in the M.Ed. Teaching and Learning program, write a personal reflection that presents key personal learning outcomes. (2-4 pages)

Prompt 2: Scholarly Practitioner

Review CPED's description of a *scholarly practitioner* below then describe yourself as a *scholarly practitioner*. Illustrate with examples from your professional practice and/or in your work in the M.Ed. Teaching and Learning program. Conclude this section by telling about connections between your development as/enactment of the *scholarly practitioner* approach and your experiences in the M.Ed. Teaching and Learning program. (2-4 pages)

Scholarly Practitioner 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 CPED website: https://www.cpedinitiative.org/general/custom.asp?page=AboutUs)

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 scholarly practitioner and culturally responsive educator.

Research Report (10-15 minutes)

Present a concise summary of each section.

- Problem of Practice
- Research Question
- Conceptual or 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?)
- Contribution to Professional Practice: Findings or Research-based Professional Product
- Discussion: Implications for Professional Practice and 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 Artifiact: 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

Overview

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: Research Project Proposal, Artifact Report 1, IRB Certification

Students enroll for the first credit of EDTL A698 prior to completing an approved 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 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, the scholarly practitioner model, 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 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, findings, and the professional product—if applicable—should be completed before enrolling in Phase 3. Students submit a draft of the Research Project Report and Artifact Report to the instructor early in the semester and then revise for the final submission that incorporates instructor's feedback. 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 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—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) 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, an additional credit of EDTL A698 may be required to finish the portfolio requirement.

Appendices

Appendix A: Portfolio Evaluation Form: M.Ed. Teaching and Learning

Appendix B: M.Ed. Teaching and Learning Assessment System: TBA

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 in the Portfolio (e.g., once in Research Project and twice in the Artifact Report section.)

- 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	Artifact	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

M.Ed. Teaching and Learning Assessment System

[Information to be added at a later date]