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# PORTFOLIO HANDBOOK: 2022-2023

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M.Ed. Teaching and Learning



UAA SCHOOL OF EDUCATION  
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M.Ed. Teaching and Learning  
Portfolio Handbook

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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.

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 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.

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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 m



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 (7<sup>th</sup> ed.).

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

1. —use APA style unless the Instructor of EDTL A698 requests a different format.
2. (150-250 words) See APA Style Manual (7<sup>th</sup> 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. (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*



(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

9. (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

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.





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

Artifacts Summary

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Program Student  
Learning Outcomes  
(PSLO)



The instructor in EDTL A698—Phase 3 will announce the due date of the oral presentation each semester. The oral







*Primary Product:*

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

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) 1 159.98 663.94 Tm0 g0 G[(An)6(al)] TJETQq0.00000912 0 612 792 reW1