School of Education
University of Wisconsin-Stevens Point

Master of Science in Education

Comprehensive Portfolio Guidebook

2025

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Portfolio Rationale

During the final academic term of their program, master's degree* candidates who are not completing a thesis or a student teaching portfolio (Reading or Family and Consumer Science) must submit a comprehensive portfolio. This portfolio will include artifacts from coursework in the program and reflections. It allows students to develop an organized collection of work and thinking that demonstrates content mastery, growth, and evidence that students are self-directed and reflective practitioners. Portfolio development is an ongoing process and should be developed through the master's candidates' educational program. The portfolio must meet the criteria outlined in this guidebook.

*Master's students pursuing a reading licensure should follow the directions for the Reading Portfolio given to them through their coursework and advisor.

Program Outcomes

Master's degree graduates will demonstrate:

1. The application of graduate-level knowledge in core and research areas, as well as in the chosen emphasis area or, if seeking a general master's degree with no emphasis area, electives.
   a. *In simpler terms:* Using advanced knowledge in main subjects, research, and your chosen area of focus, or if you're working towards a general degree, the subjects you choose.
2. The ability to integrate content knowledge into curricular, instructional, and assessment strategies for students at different educational levels or in the master's student applicable professional area.
   a. *In simpler terms:* Being able to apply what you know to create lessons, teaching methods, and ways to test students at different grade levels, or in your chosen career area.
3. The ability to formulate, implement, and sustain evidence-based practices in an educational or professional environment.
   a. *In simpler terms:* Being able to develop, apply, and keep using effective, research-based practices in education or your professional job.

Program Goals

Program goals are the skills necessary to achieve program outcomes. Master's degree graduates will be able to:

1. Self-direct their personal and professional growth.
2. Respond effectively to differences, equity and diversity, and global learning communities.
3. Align content, pedagogy, and knowledge of students to engage and guide learners as they achieve developmentally appropriate objectives.
4. Improve practice through critical self-reflection, self-assessment, and applied research.
5. Work collaboratively with colleagues, professionals, parents, guardians, families, and individuals.
6. Demonstrate skills representative of an educational leader.

Portfolio Components

The portfolio must be submitted in electronic format as a Microsoft Word or Google doc. All documents, both the portfolio and any linked artifacts inside the portfolio, must be publicly accessible links. Evidence can include audio/video reflections in addition to written work. The portfolio must be viewable in two hours or less. Please follow the guidelines listed below and include all components.

1. **Table of Contents**
   Use page numbers to define each section.

2. **Graduation Plan**
   Graduation plan will include a list of all graduate courses taken as part
   of the degree. This should have been maintained throughout your program. A copy of this template is in Appendix A.

3. **Program Evaluation Form**
   Evaluation of all the courses you took throughout the program. Use the link provided in Appendix B to evaluate your courses.

4. **Personal Statement**
   Describe your personal and professional growth throughout your Master's degree program.

3. **Program Goals Reflection**
   Include a two-page reflection summarizing how the program goals have been met. Your reflection should answer the following questions. "How have you achieved the six program goals? How do you, or how will you implement the goals within your current or future work?"

6. **Program Outcomes Cover Sheet**
   Include your program outcomes cover sheet which indicates alignment between artifacts and program outcomes. A copy of the Program Outcomes Cover Sheet is in Appendix C at the end of this document.

7. **Artifacts**
   - Include artifacts from <u>five courses</u> demonstrating mastery of the
     program outcomes.
     Outcome 1: Include at least one artifact.
     Outcome 2: Include at least two artifacts.
     Outcome 3: Include at least two artifacts. One of the artifacts from Outcome 3 can be from a classroom/work environment and not developed for a course, however, includes in the reflection which course(s) provided the foundational knowledge for the development of the artifact.
   - Three of the artifacts must be from Core or Research courses.
   - Two of the artifacts must be from the area of emphasis or electives.
   - If artifacts include any type of student identifying information (photo of face, video or audio recording of voice, or written work) of minors, names must be removed and proof of permission for use of the article must be attached.

8. **Artifact Reflections**
   Provide a reflection for each artifact explaining which program outcomes are demonstrated with the artifact and how your experiences in the development of this artifact helped you meet this outcome. For program outcome 3, the reflection should include a description of how this artifact will help ensure a sustainable impact.

Portfolio Format and Due Dates

The portfolio can be submitted as a **Google Doc** or as a **Google Site**, but it is imperative that these links are made public so they can be shared with the UWSP Faculty and Staff who will need to access your work. You can do this by getting a sharable link that will allow anyone with that link access to your document. Your portfolio should be complete and shared with the director of the master's program during the last semester/term of coursework. **Fall submissions are due by November 1st, spring submissions are due by April 1st, and summer submissions are due by July 14th.**

Making Your Portfolio Publicly Accessible

1. Microsoft Word Instructions click here
2. Google Doc Instructions click here.

Example of Portfolio Format

1. Microsoft Word: Click here to obtain the Word version of the Portfolio Template.
2. Google Doc: Click here to obtain the Google version of the Portfolio Template

Examples of Artifacts

The following example artifacts are minimally representative of what could be included. Many courses will include assignments that may be utilized as artifacts. For alignment of UWSP courses and artifact examples, check out Appendix D at the end of this document.

Example artifacts for evidence of graduate-level knowledge (Program Outcome 1)

-   Written papers in which topics from the core areas or the area of emphasis (with references) are discussed.
-   Concept maps that contain between 20 and 50 concept labels and their appropriate relations.
-   Digital presentations.
-   Projects demonstrating mastery of core knowledge.
-   Recorded lessons where the candidate is teaching content knowledge to others.

Example artifacts for integration of content within the field (Program Outcome 2)

-   Teaching philosophy statement which includes how the content knowledge in applied within the areas of curriculum, instruction, and assessment.
-   A sample unit plan with a minimum of five lessons fully developed that integrates a new content area into an existing class.
-   An assessment plan that measures student learning or growth of the target audience. This should include samples assessments (formative and summative) and scoring or rubrics.
-   Work that serves as evidence of mastery of the ability to integrate content in the chosen area of emphasis into the chosen professional area.

Examples artifacts for integration and sustainability of evidence-based practices (Program Outcome 3)

- A set of materials to be used in a school district staff development workshop or workshop in the chosen professional field, that would focus on using new instructional and assessment techniques. This should include the workshop goals, how it will be implemented, how it will be evaluated, and how follow-up will be provided. If possible, present the workshop. The completed evaluation forms from a workshop presented and a summary of the results can be used to supplement the artifact.
- A set of materials (letter to parents, PTA program, packets of material, etc.) to be used by administrators and teachers to educate parents about using new instructional and assessment techniques.
- A differentiation plan that has been implemented in the professional environment and shared with professional colleagues for feedback. Evidence of refinement of the plan based on feedback and implementation is included.

Portfolio Evaluation

Submission Information
The completed portfolio must be in the form of a Google or Microsoft Word Document. You will submit a publicly accessible link for your portfolio via this form. **The portfolio is due by November 1st for a Fall graduation, April 1st for a Spring graduation and July 14th for a Summer graduation.** The School of Education staff will review the portfolio along with a minimum of two other faculty members in the School of Education. The student will be informed about the evaluations of their portfolio on or before graduation. Portfolios will be identified as Exemplary, Satisfactory, or Developing/Emerging as outlined in the included Comprehensive Portfolio Rubric. Students will be notified if they have passed the Comprehensive Portfolio review or if they will need to submit revisions. Students who receive Developing/Emerging will be required to complete revisions. Students will be provided with specific information about what items need to be revised and re-submit using the same form.

Comprehensive Portfolio Rubric

	Developing/ Emerging	Satisfactory	Exemplary
Table of Contents, Graduation Plan, Program Evaluation Form, Personal Statement, Program Outcomes Cover Sheet	One or more items are missing or incomplete. Personal statement lacks evidence of growth.	All required items are included. Personal statement provide evidence of growths.	All required items are included. Personal statement provides clear, concise evidence of growth.
Program Goals Reflection	Reflection does not discuss how the program goals were achieved and/or does not align to current or future work. Written communication has errors or is unclear/unorganized.	Reflection addresses how the goals have been achieved with some discussion related to the alignment to current or future work. Writing is clear but may have a few errors.	Clear and thoughtful reflection that describes, in detail, how the goals have been achieved and how the student will align the goals with the current or future work. Writing is free of grammatical errors.
Artifacts	Artifacts are missing or not aligned with program outcomes. Artifacts are not from core/ research/ emphasis-elective area courses.	At least 5 relevant artifacts are included and provide evidence of program outcomes. Artifacts are from core/research/ emphasis-elective area courses.	At least 5 relevant artifacts are included and provide significant evidence of program outcomes. Artifacts are from a core/research/ emphasis-elective area courses.
Artifact Reflections	Reflections do not align the artifact with the program outcomes. Written communication does not demonstrate graduate level work.	Reflections aligns with the program outcomes. Written communication demonstrated graduate level work.	Reflections provide clear alignment between artifacts and program outcomes. Written communication is well organized and demonstrated graduate level work.

Appendix A: Graduation Plan Template

Graduation Plan

Graduation Plan	
Student Name:	
Preferred Number of Classes Each Term:	
Certification Seeking:	

*If seeking certification in reading, early childhood, special education, or ECSE please indicate here

Courses to Take	Semester	Credits	Grades

Appendix B: Program Evaluation Form

Complete a program evaluation for all the courses you took throughout your master's program. Click the link below to access the survey, once complete, your results will be emailed to you. Include your results in your comprehensive portfolio.

https://uwsp.az1.qualtrics.com/jfe/form/SV_0rfCK1TsRUb3H6e

Appendix C: Program Outcomes Cover Sheet

<table>
<tr><td colspan="5" align="center">Program Outcomes Cover Sheet</td></tr>
<tr><td colspan="2">Name:</td><td colspan="3">Emphasis:</td></tr>
<tr><td align="center">Program Outcome 1</td><td colspan="4">The application of graduate-level knowledge in core and research areas, as well as in the chosen emphasis area. (At least 1 artifact)</td></tr>
<tr><td align="center">Program Outcome 2</td><td colspan="4">The ability to integrate content knowledge into curricular, instructional, and assessment strategies for students at different educational levels or in the master's student applicable professional area. (At least 2 artifacts)</td></tr>
<tr><td align="center">Program Outcome 3</td><td colspan="4">The ability to formulate, implement, and sustain evidence-based practices in an educational or professional environment. (At least 2 artifacts)</td></tr>
<tr><td align="center">Program Outcomes</td><td align="center">Title of Artifact</td><td colspan="3">Include the course number in the appropriate box for which the artifact was completed. (Must have 3 artifacts from Core or Research Courses and 2 artifacts from Emphasis/Elective)</td></tr>
<tr><td></td><td></td><td align="center">Core</td><td align="center">Research</td><td align="center">Emphasis/Elective</td></tr>
<tr><td>Program Outcome 1, Artifact 1</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Program Outcome 2, Artifact 1</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Program Outcome 2, Artifact 2</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Program Outcome 3, Artifact 1</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Program Outcome 3, Artifact 2</td><td></td><td></td><td></td><td></td></tr>
</table>

Appendix D: UWSP Course & Artifact Alignment

Master of Science in Education Artifact & Outcome Alignment Examples

Outcome 1: The application of graduate-level knowledge in core and research areas, as well as in the chosen emphasis area or, if seeking a general master's degree with no emphasis area, electives.

Outcome 2: The ability to integrate content knowledge into curricular, instructional, and assessment strategies for students at different educational levels or in the master's student applicable professional area.

Outcome 3: The ability to formulate, implement, and sustain evidence-based practices in an educational or professional environment.

Early Childhood Education (ECED)		
Course Number	**Assignment**	**Outcome Alignment**
ECED 660: Home, School, Community Agencies	Agents of Change Action Plan	Outcome 2 or 3
ECED 701: Kindergarten Teaching Methods (requires clinical experiences/practicum hours)	Unit Plan: Signature Assignment	Outcome 1, 2, or 3

Education (EDUC)		
Course Number	**Assignment**	**Outcome Alignment**
EDUC 565: Assessment and Intervention Strategies for Infants and Toddlers with Disabilities and Their Families	Intervention Plan-Coaching, Individualized Family Service Plan (IFSP), Evaluation Report	Outcome 2 or 3
EDUC 566: Assessment and Intervention Strategies for Preschool Children with Disabilities and Their Families	Individualized Education Plan (IEP), Lesson Plan for Meaningful Inclusion	Outcome 2
EDUC 567: Assessment and Intervention Strategies for Children with Disabilities in Primary Grades and Families	IEP, Comprehensive Lesson Plan Project	Outcome 2 or 3
EDUC 586: Literacy in the Secondary School	Content Literacy Paper	Outcome 1
EDUC 701: Philosophical Foundations of Education	Modules 1-5	Outcome 1
EDUC 702: Advanced Educational Psychology: Theory into Practice	Design for Optimal Learning	Outcome 2
EDUC 704: Strategies for Discipline and Classroom Management	Graduate Student Project	Outcomes 1 or 3
EDUC 707: Educational Research	Modules 1-4 (Final Paper)	Outcomes 1 or 3
EDUC 708: Social and Cultural Foundations of Education	Position Paper	Outcome 1
EDUC 709: Differentiated Instruction	Learning Contract and Evidence	Outcomes 1, 2, or 3
EDUC 713: Essential Skills for Special Educators	IEP Assignment	Outcome 1 or 2
EDUC 713: Essential Skills for Special Educators	Learning Map	Outcome 1 or 2
EDUC 716: Assessment for Educators	Case Study	Outcomes 2 or 3
EDUC 716: Assessment for Educators	Assessment Portfolio	Outcomes 1 or 2

EDUC 719: Mind, Brain, and Education Science	10% Change Plan Paper	Outcome 2 or 3
EDUC 720: Health and Wellness for Teachers and Students	Monthly Reports and Final Reflection	Outcome 1
EDUC 722: Administration and Curriculum Development for Educators and Administrators	Module 2	Outcome 3
EDUC 723: Psychology of the Classroom	(1) Teaching Philosophy Essay -TPE (2) First Week Plan	(1) Outcome 1 (2) Outcome 1, 2, or 3
EDUC 726: Models of Teaching and Learning	Personal Metaphor or Word Picture	Outcome 2
EDUC 737: Family, Community, and Agency Collaboration for Transitioning Individuals with Disabilities	Parent Education Plan and/or Transition Choice Assignment	Outcomes 1 or 2
EDUC 740: Reading Teacher Portfolio	Published Artifact	Outcome 3
EDUC 741: Improvement in Reading	Philosophy of Teaching Literacy	Outcome 1
EDUC 743: Creating Strategic Readers Across All Contents	Instructional Materials Analysis/Text Set Development	Outcome 2
EDUC 746: Diagnosis and Evaluation of Reading Abilities	Case Study	Outcome 1 or 2
EDUC 747: Supported Literacy	The Case Study Project	Outcome 2 or 3
EDUC 749: Strengthening Professional Practice	Professional Development Plan/Project	Outcome 3
EDUC 750: Guiding and Directing Reading Programs	School or District Literacy Plan	Outcome 3
EDUC 751: Reading Research	Research Project	Outcome 1 or 3
EDUC 755: Foundations of Special Education	Book Project	Outcome 2
EDUC 756: Special Education Assessment	Specialist's Report	Outcome 2
EDUC 764: Curriculum and Instruction for Students with Disabilities	Instructional Plan	Outcome 1 or 2
EDUC 769: Curriculum and Instruction for Students with Disabilities II	Science Lesson Plan	Outcome 2
EDUC 769: Curriculum and Instruction for Students with Disabilities II	Learning Strategies Presentation	Outcome 1
EDUC 770: Method in Elementary and Middle Level Arts	Arts Integrated Lesson Plan	Outcome 2
EDUC 781: Teaching Students with Disabilities Practicum-Internship	Lesson Plan	Outcome 2 or 3
EDUC 790: Issues and Trends in Education	Blog	Outcomes 1 or 2

Health Education (HLED)		
Course Number	**Assignment**	**Outcome Alignment**
HLED 700: Current Health Issues and Trends in Health Education	Outside Research Contact Paper	Outcome 1

HLED 701: Curriculum and Resources in Teaching Comprehensive School Health Education	Five Lesson Unit	Outcome 2
HLED 703: Teaching Methods in Health Education	Teaching Procedure	Outcome 2
HLED 705: Sexuality Education: Content and Programming for K-12 Schools	Resource Sharing Presentation	Outcome 1

Physical Education (PHED)		
Course Number	**Assignment**	**Outcome Alignment**
PHED 701: Methods in Elementary and Middle Level Health and Physical Education	Physical Education and Health Education Comprehensive Lesson Plan	Outcome 2