Captions

Each item submitted in the template starts with a set of three questions:

1) What is this document?

2) What is it evidence of?

3) Why is it evidence?

Portfolio

Caption Example

Do not copy and paste; this is just an example...

Context: Professional Development Course on Action Research

1) What is this document?

This document is a survey I constructed, to be used for the purpose of collecting data from students in an action research project.

*-More specific than “Action Research Survey”*

Portfolio

Caption Example

Do not copy and paste; this is just an example...

Context: Professional Development Course on Action Research

2) What is it evidence of?

The survey demonstrates my skill with constructing survey items that follow research-based guidelines: a) avoiding double negatives; b) including one concept per question; c) aligning questions to research objectives; and d) including a mix of likert-scale and open-ended questions

*-Addresses specifically what was learned*

Portfolio

Caption Example

Do not copy and paste; this is just an example...

Context: Professional Development Course on Action Research

3) Why is it evidence?

The survey provides evidence that I can apply the concepts learned from the ‘data collection’ workshop to an authentic tool to be used in my future instruction.

*-Explains why the survey is an evidence of learning*

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Meaningful Reflection

Keep three things in mind when writing your reflection:

1) How will your learning support your future instructional practices?

1) How will your learning support your students’ learning?

2) How will your learning support your approaches to assessment of

students’ learning?

-The focus is on the ***application*** of your learning to improving student learning

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Meaningful Reflection

Consider this example...

“...The data collection strategies helped me understand that research is a part of the teaching process. Previously, I had always considered ‘research’ to be for people in academic realms, and not for practitioners. Now I understand that there are practical approaches to research specifically designed for teachers to better understand their students...”

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*-The excerpt does provide evidence of learning, but it is isolated from any translation to practice*

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Meaningful Reflection

Consider this example...

“...I learned that research-based approaches to constructing survey items can have an impact on the information I gather from students, which in turn affects my ability to respond to data. For example, if I list more than once concept in the following likert- scale item – “I spend 5-7 hours a week on homework and extracurricular activities outside of normal school hours” – I will not understand if students are spending most of that time on homework or the activities. I want to develop a tutoring program that supports students’ learning after school, and therefore I need very specific items to determine the most influential factors...”

Portfolio

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*-This excerpt connects the teacher’s learning to a potential change in practice*

Culminating Reflection

• Reflect on your learning throughout the PD course

• Discuss ***future professional goals*** related to design thinking, with attention to future changes in instructional practice and how you can improve student learning