COLORADO STATE UNIVERSITY-PUEBLO

Assessment Plan

MASTER IN EDUCATION

Table of Contents

Mission of the Masters in Education

Educational researchers and policy makers agree on the fundamental requirements for successful teachers: knowledge of subjects they teach, knowledge of both general and subject-matter specific methods for instruction and assessment; knowledge of student development; and the ability to apply this knowledge with students from diverse backgrounds. The M.Ed. at Colorado State University - Pueblo is planned to impact the quality of teaching and learning in K-12 classrooms by preparing master teachers with expertise in their content disciplines, in the pedagogy of teaching and learning, and in the process of continual professional development and growth. To ensure graduates' application of new knowledge and skills, CSU-Pueblo's program requires application of new knowledge and skills throughout the program and utilizes an assessment model that monitors teacher performance and provides information for ongoing program improvement.

The Master of Education degree is built on research on teacher change and is designed to prepare teachers to lead school reform, requiring completion of an emphasis area of their choice; of a core of pedagogy courses focusing on literacy, instructional technology, and differentiation of instruction; and of a core of courses focusing on professional growth. One promising approach that has resulted in significant improvements in teaching practices is the National Board for Professional Teaching Standards (NBPTS) process for National Board Certification. The National Board standards and certification process form the heart of the M.Ed. core and assessment process. A unique characteristic of the degree is the collaboration of faculty in teacher education and in content disciplines at the University in the design and implementation of the program.

One of the central goals of the program is its commitment to serve the region and state of Colorado through partnerships with school districts and institutions of higher education. An integral aspect of this goal is Teacher Education's formal partnership with school districts in southern and southeastern Colorado. The joint efforts of students, faculty, and administrators across all K-16 partners focus on improving the quality of learning in classrooms in elementary, secondary, and higher education. The Master of Education degree supports this mission, strengthening K-12 teachers' abilities to *provide educational* opportunities for their students.

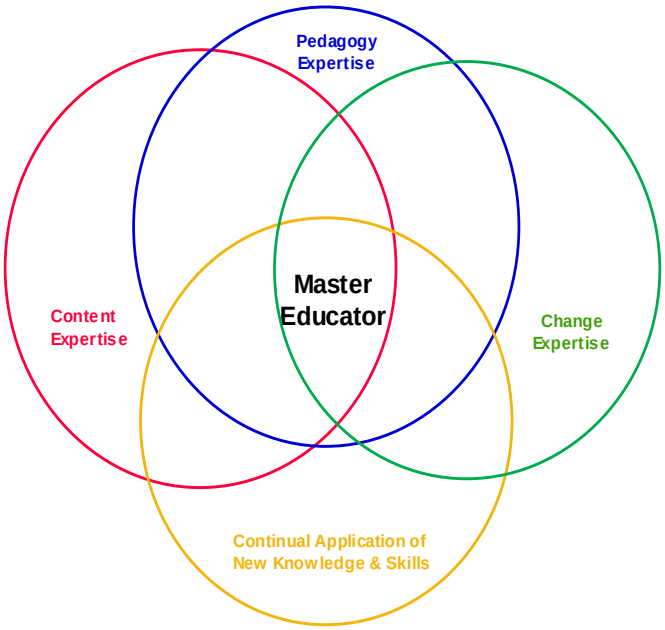

Figure 1. Visual of the design of the degree program

Conceptual Framework – *Building and Bridging Communities of Learners*

A *Conceptual Framework* is a guide for how a teacher education program is planned and organized. A coherent conceptual framework is a program's platform, summarizing its philosophical views of the roles of teaching and learning and its essential understandings of how students become teachers. A conceptual framework gives an educational program its own distinct emphasis, a vision of the kind of program it wants to be and the characteristics of the teachers it hopes to develop. It simply describes for everyone what the program is all about.

The conceptual framework of teacher education at the Colorado State University-Pueblo is *Building and Bridging Communities of Learners*. The organizing theme of *learning communities* focuses the attention of faculty and students on the essential nature of teaching and learning: How does community shape learning and achievement? What are the roles of successful learners and teachers? What social interactions are necessary for both learning and community? How is the definition of a learning community changing in an increasingly technological age? What is the relationship between the concept of learning community and the democratic ideal of American education?

For faculty at CSU-Pueblo the vision of quality education requires a learner-centered environment in which learning (not teaching) is at the core. All learners will achieve in communities in which learning is publicly and constructively discussed, a positive climate surrounds all members, and support exists to scaffold all learners' individual growth and development.

Inclusive, equitable communities require constant attention to the nature of relationships among teachers and students. CSU-Pueblo students will be prepared to participate as learners and teachers in overlapping and expanding learning communities – from the university classroom to K-12 settings, the professional education community, distributed communities created by technology, and cultural, economic, and political communities of students and their families.

To become master teachers, students must change their perceptions of themselves as learners and as students of teaching. As CSU-Pueblo graduate students progress through the program, they will skillfully assume a variety of roles, including those of master learners, instructors, collaborators, apprentices, models, coaches, colleagues, and mentors. It is the mission of the CSU-Pueblo masters in education program to prepare teachers and learners of quality and distinction by exposing students to quality communities of teaching and learning.

Graduate Program Goals and Student Outcomes

As teachers proceed through the program, they will be asked to apply and demonstrate their growth in learning and teaching related to the following goals and outcomes.

Content Knowledge Goal: Master Teachers utilize content knowledge to raise the achievement of PK-12 learners.

1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.

Pedagogy Goal: Master teachers utilize best practices in instruction and assessment to raise the achievement of PK-12 learners.

2. Demonstrate professional growth in the application of scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.

Professional Development and School Reform Goal: Master teachers understand the process for professional change in their own practice and in education, including the interpretation of educational research.

4. Research, locate and interpret educational research in best practices in teaching.
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.

Leadership and Change Agent Goal: Master teachers apply educational research, including research on school reform and professional development to raise student achievement.

8. Demonstrate responsibility for student learning at high levels.
9. Demonstrate responsibility for school reform and leadership in school change.

Program Assessment

The assessment plan for Colorado State University-Pueblo's M.Ed. ensures that the program 1) monitors individual student progress necessary to support success, 2) provides summative information on student proficiency on all performance-based standards, and 3) provides reliable and valid information on the program's successes and weaknesses to ensure continuous program improvement. The assessment design has four components:

1. Benchmarks, student outcomes and tasks aligned with the Colorado Department of Education standards for content areas leading to endorsements (Special Education, Linguistically Diverse Education, and Instructional Technology) and the National Board of Professional Teaching Standards, forming the basis for both monitoring of student success and program evaluation.

2. A series of evaluation tools that are used by faculty within courses and at program completion to assess student performance in meeting all standards.

3. A system for documenting and monitoring student progress using the student's electronic portfolio.

4. A system to identify program strengths and weaknesses resulting in continual program improvement.

Performance Standards, Program Alignment and Evaluation Criteria

A range of tasks aligned to program standards, curriculum and instructional activities throughout the program provide multiple sources of evidence to assess performance on each program standard. These tasks include a range of examples of teaching and learning, most of them authentic teaching performance, including all of the following:

- Curriculum plans: lesson plans and unit planning.
- Self evaluations and peer evaluations of teaching.
- Measures of achievement of PK-12 students: student work samples, pre-post data, and a range of assessment results.
- Standardized test scores (e.g., the PLACE exam for Special Education), as well as teacher constructed exams and quizzes.
- Materials and artifacts from activities with parents, colleagues, and classroom teachers included in the master's portfolio.
- Evidence of ability to understand and utilize research to improve practice.
- Evidence of inquiry (e.g., action research, case studies) to change practice.
- Video case studies of teaching.
- Evidence of program and school change, including activities in coaching, mentoring, and professional learning communities.

Graduate students begin developing their M.Ed. portfolio with their first master's course. The portfolio is a web-based database system that is linked with a system for faculty to review materials and communicate their feedback to the student. Documents that demonstrate their performance on specific standards are added throughout the program.

Program Completion. During the final capstone course, students submit the portfolio for review by a group of three faculty. In addition to the portfolio materials, graduate students participate in an oral review of portfolio contents.

Program Completer Self-Evaluation. At the end of their final course, students will complete their own self evaluation of their performance across program standards and an evaluation of the quality of the master's program.

Follow-up Assessments. One year after graduating from the program, teacher education will conduct a survey, requesting feedback from each graduate about his/her teaching and about the quality of preparation at CSU-Pueblo. Survey forms will be aligned with the program standards. A similar survey will be sent to each graduate's supervisor (building principal), requesting information about teaching performance.

Appendices

Appendix A: Assessment at Program Completion

Table 1: Contents by Overall Program Standards
Table 2: Art Education
Table 3: Foreign Language
Table 4: Instructional Technology
Table 5: Linguistically Diverse
Table 6: Music Education
Table 7: Physical Education and Health Promotion
Table 8: Special Education

Appendix B: Matrices/Evaluation Tools of the Program

Appendix A: Assessment at Program Completion

Introduction

Your responsibilities in completing the program are fourfold: 1) completion of a graduate planning form for the university that indicates that all requirements for the degree will be completed, 2) completion of ED 581, 3) approval of your completed master's portfolio to faculty in education and in your emphasis area and 4) successful completion of a final seminar in education. The program's responsibilities are to provide you with the support and mentorship required to successfully complete the program. Program completion requires successful completion of the content courses and all professional education requirements for licensure. To complete the program, all students must demonstrate proficiency on each of the performance standards.

Table 1 summarizes the responsibilities and important deadlines associated with program completion.

Graduate Planning Sheets

All degree-seeking students at CSU-PUEBLO must file Planning Sheets at least one semester before the planned graduation date. Deadlines are published in the academic calendar for each semester. It is strongly recommended that you complete this form at the end of your junior year.

To complete the process, students must pick up a Graduate Planning Sheet at records or online and a current copy of transcripts. Appointments must be set with your faculty advisor. Each advisor will help evaluate whether all requirements will be met by the proposed graduation date. Return the completed form to the Records Office before the deadline published in the *CSU-PUEBLO Catalog*. Failure to do so will postpone graduation.

Obtaining an Endorsement to Your Colorado Teacher Licensure

It is the student's responsibility to apply for the teaching license and/or the additional graduate endorsement earned in the program upon program completion. Completed applications are reviewed by the Education Office only after all requirements are completed and documented on the university transcript. Information and application forms are available online at the Colorado Department of Education website at http://www.cde.state.co.us/.

Licensure is not an automatic process. Applications must be submitted to the Teacher Education Program, accompanied by official transcripts. The University's Certification Officer will conduct a final review, complete the application, and return the application to the student. The process will be accomplished as quickly as possible. Processing applications at CDE may take four to six weeks.

Students who are seeking out-of-state certification should write to that state's department of education for specific requirements and procedures or check requirements on state department of education web sites.

Table 1. Responsibilities and deadlines in Program Completion of the M.Ed.

Responsibility	Deadline
1. Completion of a Graduate Planning Document, available online at http://www.colostate-pueblo.edu/records/academics/ Grad Planning Sheets must be signed by the Associate Dean for Education and returned to the Records office.	Check the website at the left for future dates
2. Enrollment in ED 581. Registration MUST be made by the deadline in order for the program to be able to plan resources needed for program completion (e.g., assignment of a faculty mentor).	Fall: March 1 Spring: November 1 Summer: March 1
3. Assignment of a faculty advisor to mentor you throughout this process. You should plan to meet with this advisor on a regular basis throughout the term in which you complete the seminar	First week of the term
4. Attendance at four seminars throughout the semester	
5. Completion of the portfolio, following guidelines in the *Graduate Handbook*	Four weeks prior to the final seminar
6. Preparation for the final seminar with mentoring of your advisor	Three weeks prior to the final seminar
7. Request for the final seminar. With the approval of your mentor, you must formally ask for a time for the seminar with the Associate Dean for Education, using the form below. You may not request a date for a seminar less than 2 weeks from the request. Seminars are scheduled for 2 hour blocks.	Five weeks prior to the end of the term
8. Electronic submission of the portfolio, including the propositions for the final seminar; this occurs at the same time as the request for the seminar	Five weeks prior to the end of the term
9. Completion of a Self-Evaluation and Evaluation of the Program	Due at the time of the final seminar
10. Successful completion of the seminar	Three weeks prior to the end of the term
11. Revision of the portfolio and successful approval of the portfolio by the faculty in the graduate program	Two weeks prior to the end of the term

The Masters Portfolio

Although graduate students have been developing their graduate portfolio throughout the program, it will be refined and submitted during the final semester. Materials in the portfolio document teachers' proficiency on the goals and program outcomes planned for all graduates, including the 10 outcomes of the graduate program (See pp. X – XX) and, for graduate students completing a teaching endorsement, the Colorado performance standards in that area.

General Directions: Exhibits

Unless required, you should include 1-3 exhibits for each of the program outcomes. Students completing a teaching endorsement are required to submit at least one exhibit demonstrating proficiency on each of the Colorado content standards of the teaching endorsement. An exhibit may be a video clip, a project, a research paper, an example of technology, or a creative product in art or music.

Each exhibit should be accompanied by a *Reflection* that explains the relationship of the exhibit to the goal area and standards and provides a self-evaluation of the exhibit and your learning. A list of possible exhibits from assignments in graduate courses is included in the Appendices to the Handbook.

General Directions: Accessing the Electronic Portfolio

The CSU-Pueblo portfolio is electronic and may be accessed from the Teacher Education Program web site. If you do not know your password, click on "forgot your password" and it will be emailed to you at the URL on file in the TEP office. Information on using the features of the electronic portfolio will be given in your initial classes in graduate education (core courses).

For additional information, contact Karen Micheli, Assessment Coordinator, in the Teacher Education Office (719-549-2681).

Submission & Review of the Portfolio

Your graduate committee will need time to review your portfolio prior to the graduate seminar. When you have the approval of your faculty sponsor, you should submit it – the earlier the better. <u>It must be submitted no later than 2 weeks prior to the formal setting of the date of the final graduate seminar.</u>

Your faculty team will review the portfolio and prepare questions that address the goals of the graduate program. They will also rate the portfolio, assigning a rating for each goal based on the matrices (see Appendix C).

If changes need to be made, they must be made prior to two weeks before the end of the term. Your faculty sponsor will review these changes and either approve the portfolio for completion of the degree or return it to you with suggestions.

The Final Graduate Seminar

The purpose of the Seminar in Graduate Education is twofold: to provide a reflective experience for closure on this step in your professional development and to aid the Teacher Education Program in its mission to provide the highest quality masters in education to teachers in our region.

The focus of the final graduate seminar is on you: your learning, your preparation, and your readiness to earn the masters in education from CSU-Pueblo. During the semester in which the seminar occurs, you will be responsible for preparing for the meeting with your faculty sponsor. This will involve preparation of the portfolio, in-depth reflection on your performance on the 10 graduate goals, and examination of your understanding of research related to your own educational practice. For faculty, the final seminar allows the program to assess the quality of the program in creating educational leaders and will result in continual improvement of the master's degree.

Before the Seminar

To set the date:

1. The portfolio must be approved for submission by your advisor and must be submitted no later than 2 weeks prior to the date of the seminar.

2. You must prepare a minimum of five propositions for your committee based on your work in the masters program. These propositions will be included with your portfolio within Goal 4 and must be approved by your faculty sponsor before submission.

Request for the Final Seminar

Name _____ Emphasis Area _____

I have completed and submitted my portfolio to the program and am requesting the following dates for the 2-hour final graduate seminar. These dates are a minimum of 2 weeks from today.

	Date	All Possible Times*
First Choice	_____	_____
Second Choice	_____	_____
Third Choice	_____	_____

_____ _____
Signature of Graduate Student Date

_____ _____
Signature of Mentor Date

*List inclusive times (e.g., 8:00 – 5:00). These are times that both the graduate student and mentor are available.

Five Propositions

Your task is to develop five different propositions that you would like to discuss at the seminar and that demonstrate your understanding of educational issues and educational research. These propositions need to address different goal areas in the program and must include:

- At least one proposition related to an exhibit in your portfolio (please indicate the exhibit).
- At least one proposition related to your emphasis area.
- At least one proposition related to Goals 8-10.
- At least one proposition related to a research question you would like to see addressed by educational researchers.

Each proposition must include a brief bibliography (3-4 references would be sufficient) that are significant references related to the proposition. Note that these should not be web sites but rather quality, peer-reviewed examples. In addition to the reference, include a specific annotation of 3-4 sentences explaining the relevancy of the reference.

Several examples of propositions are listed below. These need to be original (you can't use another student's propositions) and need not be entirely supported by the references you cite. In other words, they may include some original thinking on your part. However, they should not be propositions that are entirely unsupported by research.

Have fun with these. Stretch your thinking.

Examples of Propositions

1. Providing high quality collaborative learning opportunities for teachers can result in improved learning opportunities for students.

Bibliography

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: National Educational Service.

This book offers recommendations for transforming a school into a professional learning community as characterized by an environment fostering mutual cooperation, emotional support, personal growth, and a synergy of efforts. References to and brief summaries of standards for curriculum, teacher preparation, school leadership, professional development programs, school-

parent partnerships, and assessment practices are included along with sample vision statements. The authors examine the change process and contradictions found in the research.

Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: ASCD.

Dr. Lambert's work provides a theoretical as well as a research base for linking leadership in the school building to both teacher and student learning. She proposes a definition of leadership in which responsibility for the learning of colleagues is at the center and that learning and leading are firmly linked in community. To build an ongoing culture of shared instructional leadership that will result in school change requires skillful participation, vision, inquiry, collaboration, and reflection. The text shares a variety of effective approaches to professional development (e.g., as well as action research teams, vertical improvement models, etc.) as well as the abundance of research into school improvement suggesting that these features are vital to the school improvement process.

Louis, K.S. & Kruse, S.D. (1995). *Professionalism and community: Perspectives on reforming urban schools*. Thousand Oaks, California: Corwin Press.

Louis and Kruse identified the supportive leadership of principals as one of the necessary human resources for restructuring staff into school-based professional communities. The authors refer to these principals as "post-heroic leaders who do not view themselves as the architects of school effectiveness" (p. 234). Their text provides a framework for how to create this community and the role of teachers in its creation. Also included are case studies and other research on the effects of collaborative change processes on school change.

Mitchell, C.L. (2007). *The use of two elementary professional development community practices in elementary classrooms and the English language arts achievement of California's most at-risk student subgroups in a southern California school district.* Retrieved September 23, 2008, from http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/3c/77/52.pdf

This unpublished doctoral dissertation was a study that examined the impact of two professional learning community (PLC) classroom practices on the English Language Arts achievement of at-risk students in higher- and lower-performing elementary schools in a southern California school district. The conclusions from this study agree with the body of research, suggesting that Higher Performing schools frequently monitor student achievement and use data to recognize, intervene, and adjust instruction. This study focused on 2 professional development community practices: Monitoring: Compilation, Analysis, And Use of Data, and Recognition, Intervention, and Adjustment. Implications of these findings underscore the need to identify and implement PLC best practices that have demonstrated effectiveness and that districts and schools must ensure periodic formative and summative standards-based assessments are in place, that they have the capacity to closely monitor results for at-risk students and to provide appropriate intervention.

At the Seminar

The seminar will last approximately 90 minutes to 2 hours and will generally include two parts.

Part 1: Formal presentation and discussion of the portfolio.

Be prepared to answer questions about the portfolio. You need not develop a presentation for your panel, but faculty will begin the seminar with questions that will focus attention on the portfolio. For example, questions might ask you to:

- Select an artifact and explain its relationship to the goal area.
- Explain how you might redo an artifact if you had an opportunity.
- Describe an artifact that indicates a strength (or weakness) of the instruction you received during the program.

Part 2: Discussion of the Propositions

Faculty will review your propositions and develop questions related to them to discuss at the seminar. These may ask you to further explain aspects of the proposition, the relationship of references to the proposition, etc., and may involve ongoing discussion among all members of the panel. You should prepare a question or two for your panel related to the propositions to further this discussion.

Evaluation of the Portfolio/Seminar

To be recommended for graduation, students should receive a passing score of 100% on all goal areas prior to graduation. The panel may recommend any of the following actions after evaluating the portfolio:

- Passing score on the portfolio. To receive a passing score, at least 2 of the 3 faculty would independently rate all standards as passing.

- Passing score on at least six of the nine goal areas of the portfolio by 2 of the 3 faculty independently rating the portfolio. Inadequacies in areas not passing must be viewed as minor by the panel (i.e., inadequacies do not indicate that the student cannot demonstrate proficiency on the goal with minor improvements to the portfolio). This result will include a plan for needs for improvement and resubmission of the portfolio to the faculty sponsor, who will review improvements and certify the portfolio as passing. The panel may also decide that other members of the panel may be responsible for this final review and evaluation or that the portfolio must be returned to the entire group for review.

- Passing score on fewer than six of the goal areas of the portfolio or below passing score on one or more areas that are viewed as significant problem(s) by 2 of the 3 faculty independently rating the portfolio AND the faculty believe that, based on the portfolio and discussion during the seminar, the student does not have the knowledge base or experiences to meet the program's standard in the time remaining in the term. This rating will result in the student's responsibility to retake ED 581, to redo the

portfolio and propositions, and may result in the requirement to enroll in additional coursework.

Evaluation of performance at the seminar is recorded as 3 ratings – a component of Goal 4 (research), Goal 6 (reflection), and an overall rating. An overall rating of less than passing will result in specific feedback and the request of redoing the final seminar. Failing the seminar does not require redoing ED 581 if the portfolio receives a passing score.

Feedback on your portfolio and seminar will be available to you in your portfolio within one week of completion of the seminar.

The Final Self Evaluation

Appendix E includes the final self-evaluation that needs to be submitted to the Teacher Education Program prior to the Final Graduate Seminar. Part 1 of the evaluation requires you to complete the same portfolio evaluation required of members of your graduate committee. This is not anonymous.

Part 2 requires you to give us important feedback on the program and should be submitted anonymously. Please submit Part 2 in a sealed envelope and either mail it or submit it in person to Barb Ramirez in the department office. This document will not be opened until the end of the school year with other evaluations, with all similar evaluations, and your responses will be aggregated with others.

Contents of the Graduate Portfolio

Table 1. Materials in the final CSU-Pueblo Master's Portfolio and data evaluated at program completion used to determine level of proficiency.

Program Standard	Standards Alignment[1]	CSU-Pueblo Courses	Possible Portfolio Materials*
1. Demonstrate growth in content knowledge and in its application to classroom instruction and assessment.	• *CDE: K-12 Special Education Generalist (9.06)* • *CDE: K-12 Linguistically Diverse (8.22)* • *CDE: K-12 Instructional Technology (8.08)* • *NBPTS standards for teaching areas* • NETS standards for IT specialist (masters) • CEC standards for K-12 Special Education teacher • TEAC Subject Matter Principles	All courses in emphasis areas are aligned with this standard.	• Transcripts demonstrating completion of course work. (Do not include as an exhibit) • PLACE/PRAXIS scores in content area. (Do not include as an exhibit) • Examples of curricula or materials developed in courses: lesson plans, teacher work samples, unit plans, webquests, digital curricula, etc. Contents for the portfolio are specific to the emphasis area chosen. Note: Candidates should see exhibits required for the portfolio in each emphasis area in tables in the Handbook.

Program Standard	Standards Alignment[1]	CSU-Pueblo Courses	Possible Portfolio Materials*
2. Understand scientifically-based practices in teaching and learning in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	• CDE: K-12 Performance Standards for Teachers (1,6,7) • *CDE: K-12 Instructional Technology (8.08)* • NETS standards for IT specialist (masters) • *CDE: K-12 Special Education Generalist (9.06, 1)* • *CDE: K-12 Linguistically Diverse (8.22, 3)* • TEAC Pedagogy Principles • CEC standards for K-12 Special Education teacher	The following provide primary instruction in literacy, instructional technology, and differentiation of instruction: BBE 520, ED 512, ED 521, ED 527, ED 528, ED 529, ED 531, ED 534, ED 535, ED 591, RDG 535, RDG 550, and special topics in emphasis areas The final graduate seminar requires completion of the portfolio that documents professional growth and critical self evaluation	• Portfolio entries requiring self evaluations/reflections on teaching performance across a semester • Instructional Technology examples of new applications, e.g.: lesson plans demonstrating technology proficiency with various technology tools, classroom web site demonstrating proficiency in technology use, lesson plan demonstrating emerging technology knowledge and skills, multimedia curricula, webquest, literacy teaching plans -- reading comprehension, writing, information and media literacies, plans that use technology to differentiate instruction, Office applications • Literacy examples of new applications, e.g.: lesson plans utilizing research-based practices • Lesson plans applying various strategies for differentiating instruction • Content lesson plans following the SIOP components • Videoclips of teaching demonstrating best practices

Program Standard	Standards Alignment[1]	CSU-Pueblo Courses	Possible Portfolio Materials*
3. Demonstrate multiple means of assessing and evaluating student learning and use them to change theory and learning	• Colorado Performance Standards for Teachers (3) • *NBPT Core Proposition 4* • *CDE: K-12 Instructional Technology (8.08, 4)* • *CDE: K-12 Special Education Generalist (9.06, 1, 3)* • *CDE: K-12 Linguistically Diverse (8.22, 4)* • NETS standards (IV) • CEC standards for K-12 Special Education teacher (VI-X)	Although assessment is a component of many classes, student assessment is the major focus in the following: BBE 560, ED 535, ED 545, RDG 450	• Teacher work samples • Diagnostic and standardized tests and interpretation • Curriculum based assessments • IEPs, ILPs • Lesson plans utilizing various types of assessment (authentic, performance) • Technology usability test • Lesson plans that assess student use of technology and include electronically created graphs, charts, spreadsheets or other applications • File with examples of software and web sites that are resources for assessment • Assessment project utilizing technology applications to gather, record, manage, and analyze data • Recording instruments created by productivity tools • Electronically developed quiz • *Excel* and *Access* assessment assignment
4. Research, locate and understand current research in best practices in teaching	• *NPSB Core Propositions* • CDE: K-12 Instructional Technology (8.08, 7) • *CDE: K-12 Special Education Generalist (9.06, 8)* • *CDE: K-12 Linguistically Diverse (8.22, 2-6)* • NETS standards (V) • CEC standards for K-12 Special Education teacher	• All courses require reading and application of research related to the content or pedagogy focus of the course • Developing skills related to understanding and conducting research are included in Core 1, Core 2	• Synthesis of research related to portfolio entries • Research critiques • Synthesis/review of research (ED 502) • Action research study report with review of research (ED 503) • Annotated bibliography • Papers that provides evidence of use of research to solve problems/ implement instruction

Program Standard	Standards Alignment[1]	CSU-Pueblo Courses	Possible Portfolio Materials*
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	• *NPSB Core Propositions* • CDE: K-12 Instructional Technology (8.08, 7) • *CDE: K-12 Special Education Generalist (9.06, 8)* • *CDE: K-12 Linguistically Diverse (8.22, 6)* • CEC standards for K-12 Special Education teacher	Core 1, Core 2, Core 3	• Research critiques and reviews of literature • Reflections/self-evaluations of activities in mentoring, coaching, and participation in professional learning communities (e.g., lesson study) • Resume documenting own professional development and participation in professional change activities • Professional development project documenting improvement in student learning (ED 504) • Inservice leadership activities • Needs assessment survey and analysis
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	• *NPSB Core Propositions* • CDE: K-12 Instructional Technology (8.08, 7) • *CDE: K-12 Special Education Generalist (9.06, 8)* • *CDE: K-12 Linguistically Diverse (8.22, 6)* • NETS standards (V) • CEC standards for K-12 Special Education teacher	• All pedagogy and content classes require self-evaluation as part of the curriculum development process • Instruction on use of technology in self-assessment primarily in • Instruction on teacher reflection , self-assessment, collaboration, and self-management of change primarily in Core 1, Core 2, Core 3	• Portfolio reflections • Lesson plans/curricula that include comments reflecting on your teaching • Teacher Work Sample reflections • Journal entries • Reflective analyses of professional learning community/professional development activities • Personal professional development plan • Final Inventory self evaluation • Web site with professional development resources • Inservice presentation for peers • Needs assessment survey and analysis

Program Standard	Standards Alignment[1]	CSU-Pueblo Courses	Possible Portfolio Materials*
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	• *NPSB Core Propositions* • CDE: K-12 Instructional Technology (8.08, 7) • *CDE: K-12 Linguistically Diverse (8.22, 6)* • CDE: K-12 Special Education Generalist (9.06)	Primary instruction and practice included in Core 2 and Core 3	• Research critiques and reviews of literature • Reflections/self-evaluations of activities in mentoring, coaching, and participation in professional learning communities (e.g., lesson study) • Resume documenting own professional development • Professional development project documenting improvement in student learning • Resume with Professional Development activities listed • Web site with professional development resources • Inservice presentation for peers • Needs assessment survey and analysis • Professional development project (ED 504)
8. Demonstrate responsibility for student learning at high levels.	• *NPSB Core Propositions* • CDE: K-12 Instructional Technology (8.08, 2-6) • *CDE: K-12 Special Education Generalist (9.06)* • CDE: K-12 Linguistically Diverse (8.22)	• All content, core, and pedagogy courses require demonstration of application of best practices	• Student work samples attached to curricula developed in courses or video clips • Action Research data • Teacher Work Sample data • Professional development project documenting improvement in student learning
9. Demonstrate responsibility for school reform and leadership in school change.	• *NPSB Core Propositions* • CDE: K-12 Instructional Technology (8.08, 7) • *CDE: K-12 Special Education Generalist (9.06, 8)* • *CDE: K-12 Linguistically Diverse (8.22, 6)*	Core 1, Core 2, Core 3	• Action Research project (ED 503) • Resume notations related to mentorship, coaching, and other leadership activities in the schools • Professional development project documenting reforms (ED 504) • Technology plan for school/district demonstrating knowledge of emerging technologies • Inservice presentations for peers • Needs assessment survey and analysis

[1]These standards serve as the basis for the development of course objectives, instructional activities, and graduate student assessment. Alignment of specific standards with courses are included in the course syllabi in the program.

Portfolio Requirements for Goal 1: Content Area

Table 2. Plan for the Master's Portfolio: Art Education Emphasis Area

Table 2. Data evaluated at program completion to determine level of proficiency.

Standards for Program Goal 1	Possible Portfolio Exhibits[1]
Candidates should demonstrate 1) the breadth and depth of knowledge and skills expected of an art educator at the masters level as well as 2) growth in each of the listed goal areas during their work in the masters program.	
Current Issues and Techniques in Art Education	Art Curricula: lesson plans, teacher work samples and units, video examples of teaching, research papers
Materials & Processes of Art Production	Portfolio of art produced during the program, critiques of art
Knowledge & Skills in Art History	Curricula applying knowledge of art history, research papers, presentations
Theory & Art Evaluation	Research paper, critiques and reviews of art

Table 3. Draft Plan for the Master's Portfolio: Foreign Language Education Emphasis Area

Table 3. Data evaluated at program completion to determine level of proficiency.

Standards for Program Goal 1	Possible Portfolio Exhibits[1]
Candidates should demonstrate 1) the breadth and depth of knowledge and skills expected of an art educator at the masters level as well as 2) growth in each of the listed goal areas during their work in the masters program.	
Proficiency in Language	Research papers, video clips, test scores
Knowledge of Literature	Research papers, curricula involving literature
Knowledge of Linguistics	Research papers, assessments of student language
Knowledge of Culture	Research papers, curricula applying knowledge
Current Issues and Techniques in Foreign Language Education	Curricula applying techniques of foreign language education: lesson plans, work samples and units, technology applications, video clips

Table 4. Plan for the Master's Portfolio: Instructional Technology Emphasis Area

Goal 1: Content Expertise – Instructional Technology Emphasis Area	
Standards	**Possible Portfolio Exhibits**[1]
CDE 8.08 (1) Proficiency in technology use and emerging technologies NBPT Core Proposition 1 NETS Standards for Teachers (I)	• Lesson plans demonstrating technology proficiency with various technology tools (527, 528, 529, 535) • Classroom web site demonstrating proficiency in technology use (521) • Lesson plan demonstrating emerging technology knowledge and skills (591) • Troubleshooting checklists showing proficiency at handling typical problems (532) • Technology plan for school/district demonstrating knowledge of emerging technologies (532) • Final multimedia project (529) • Assessment Project, using technology tools to develop assessments and monitor and analyze performance (535)
CDE 8.08 (2) Designing learning environments: literacy, diverse learners, resources, and management NBPT Core Proposition 2 NETS Standards for Teachers (II, III)	• Resource file of software and web applications (528) • Lesson plans with descriptions of management (523, 527, 528, 529, 534, 535) • Literacy teaching plans -- reading comprehension, writing, information and media literacies (523, 529) • Technology plans for classroom and district (523, 532) • Evaluations of software and web sites for use with diverse learners and for equity (528, 529, 431/532) • Webquest with description of management (521, 529) • Inclusion project with lesson plans that use technology to differentiate instruction (528/529) • Multicultural project, that uses technology to teach about cultural diversity (531) • Equity action research and project (531) • Assessment project, which requires the use of assessment to evaluate learning, modify teaching, and monitor student performance (535)
CDE 8.08 (3) Technology to address content and technology standards, learner-centered and collaborative activities, meeting needs of diverse learners and strengthening higher order thinking skills NBPT Core Proposition 3 NETS Standards for Teachers (II, III, V, VI)	• Lesson plans that address various content and technology standards (523, 527, 528, 529, 534, 535) • Educational web site for classroom (521) • Webquest (521) • *Problem Based Learning lesson plan (523) and other plans that stress using technology to teach higher order thinking skills (521, 523, 529, 531)* • Web site or other examples of communication with parents

CDE 8.08 (4) Technology in assessing student learning NBPT Core Proposition 4 NETS Standards for Teachers (IV)	• Rubric evaluating software and software evaluation (528) • Usability test (528) • Lesson plans that assess student use of technology and include electronically created graphs, charts, spreadsheets or other applications (523, 527, 528, 529, 534, 535) • File with examples of software and web sites that are resources for assessment (528) • Assessment project utilizing technology applications to gather, record, manage, and analyze data (535) • Four recording instruments created by productivity tools (535) • Electronically developed quiz (535) • *Excel* and *Access* assessment assignment (527)
CDE 8.08 (5) Increase and enhance own productivity, and promote creative and productive use of technology by students, instructing students on technology use NBPT Core Proposition 5 NETS Standards for Teachers (V, VI)	• Lesson plans requiring students' use of productivity and publishing tools (432/523, 527, 528, 529, 534) • Lesson plans requiring students' use of publishing software, creative applications (432/523, 527, 528, 529, 534) • Examples of teacher use of technology to enhance productivity in creating assessment tools (528, 535) • Examples of teacher use of *Office* applications to enhance productivity (527) • Examples of teacher use of technology to enhance productivity by using educational software applications (528, 534, 535) • Usability testing applications (528) • Exhibits demonstrating selection, evaluation, and use of assistive technologies (535) • Examples of use of technology to locate research (521, 529, 531)
CDE 8.08 (6) Ensure social, ethical, legal, and human application of technology NETS Standards for Teachers (VI)	• Equity project/research (531) • Intellectual property paper (521) • Multicultural curriculum development project (531) • Assessment tools for evaluating web sites, software, and technology applications for ADA requirements (531) • Evaluations of software and web sites for equity (521, 528, 529, 531) • Inclusion project with plans for teaching students with IEPs (531)
CDE 8.08 (7) Self-assessment and professional development NETS Standards for Teachers (V, VI)	• Resume with Professional Development activities listed • Web site with professional development resources (started in 521) • Papers that provides evidence of use of research to solve problems/ implement instruction (523, 529, 531, 532) • Lesson plans that include comments reflecting on your teaching (523, 527, 528, 529, 534) • Inservice presentation for peers (529) • Needs assessment survey and analysis (532)

[1]Courses in which exhibits are generated are listed in parentheses.

[2]These standards will differ depending upon the teacher's teaching area and would be aligned with the National Board Standards for that area. As a demonstration of what the portfolio might include, we have aligned program objectives with the National Board Core Propositions.

Table 5. Draft Plan for the Master's Portfolio: Linguistically Diverse Emphasis Area

Table 5. Data evaluated at program completion to determine level of proficiency.

Standards	**Possible Portfolio Exhibits**[1]
CDE 8.22 (1) First and second language acquisition and learning NBPT Core Proposition 1	• Lesson Plans (401/501, 403/503, 420/520, 480/580) • Research Paper related to standard (460/560) • Resume (evidence of attending development activities) • Presentations or inservices in which share language and culture information with colleagues (403/503, 460/560) • Peer evaluations (403/503, 420/520) • Glossary/handbook or materials for parents and educators (460/560) • Family Project (480/580) • Field Experience Evaluations completed by cooperating teachers or colleagues (403/503, 480/580) • PLACE scores
CDE 8.22 (2) Foundations of the English language and English language acquisition NBPT Core Proposition 1	• Video clip demonstrating teaching (401/501, 403/503, 420/520, 480/580) • Lesson plans (401/501, 403/503, 420/520, 480/580) • Tape of communication with student or others in student's first language • Other evidence of ability to communicate with students in their first language • Parent Project showing evidence of appreciation of other cultures (480/580) • Field Experience Evaluations completed by cooperating teachers or colleagues (403/503, 480/580) • PLACE scores
CDE 8.22 (3) Scientific language teaching methodology and instructional techniques NBPT Core Proposition 1	• Video demonstrating implementation of SIOP (403/503, 480/580) • Evaluation demonstrating implementation of SIOP (403/503, 480/580) • Lesson plan including all aspects of SIOP (403/503) • Student achievement data (403/503, 480/580) • Other Lesson Plans/unit (401/501, 403/503, 420/520, 480/580)
CDE 8.22 (4) Assessment and its applications to the instructional process NBPT Core Proposition 1	• *CELA* Assessment Report (460/560) and peer evaluation • Student achievement data (403/503, 480/580) • Video demonstrating monitoring effectively (403/503, 480/580) • Lesson plans that demonstrate a variety of assessment strategies (401/501, 403/503, 420/520, 480/580) • Rubrics and authentic assessments • Graphs, charts, spreadsheets illustrating monitoring strategies • Tests and other assessments you created • Feedback or comments on student work • Student assessments (i.e., students assess your teaching). • Examples of different ways you communicated with students (notes, conferences . . .). • Sample reports to parents on student work • Materials prepared for student-teacher conferences • Field Experience Evaluations completed by cooperating teachers or colleagues (403/503, 480/580) • PLACE scores
	• Family Project (480/580)

CDE 8.22 (5) Communication strategies and availability of resources NBPT Core Proposition 1	• Materials from your community meetings that show effective collaboration with interpreters and encourage maintenance of first language skills and traditions. • Materials you have used to communicate and involve families: letters, newsletters, emails, notes home, homework assignments involving parents • Lesson plans with evidence of community resources (401/501, 403/503, 420/520, 480/580) • Resume indicating evidence of volunteer work in the community and/or schools (not field experiences) • A unit plan showing long-term planning • Materials that show evidence of appreciation of other cultures • Field Experience Evaluations completed by cooperating teachers or colleagues (403/503, 480/580) • PLACE scores
CDE 8.22 (6) Self-assessment and professional development	• Professional Development Plan (ED 480/580) • Resume with PD activities listed • Research paper that provides evidence of use of research to solve problems/ implement instruction (403/503, 420/520, 460/560, 480/580) • Examples of self-assessments, self-evaluations, or peer assessments (401/501, 403/503, 420/520, 480/580) • Examples of Weekly Learning Logs illustrating your growth as a teacher in analysis and reflection (480/580) • Lesson plans that include comments reflecting on teaching (401/501, 403/503, 420/520, 480/580) • Self-reflections attached to a video of teaching (401/501, 403/503, 420/520, 480/580) • Field Experience Evaluations completed by cooperating teachers or colleagues (401/502, 403/503, 420/520, 480/580)

Table 6. Draft Plan for the Master's Portfolio: Music Education Emphasis Area

Table 6. Data evaluated at program completion to determine level of proficiency.

Standards for Goal 1	**Possible Portfolio Exhibits**[1]
Candidates should demonstrate 1) the breadth and depth of knowledge and skills expected of an art educator at the masters level as well as 2) growth in each of the listed goal areas during their work in the masters program.	
Music Literature and Music History	Research papers, programs, curricula incorporating content
Advanced Pedagogy in Both Elementary and Secondary Music Education	Curricula illustrating advanced pedagogy: lesson plans, work samples or units, technology applications; video clips of teaching
Music Performance	Audio clips, video clips, critiques of performances, resume of performances
Research in Music Education	Research papers, critiques, action research

Table7. Draft Plan for the Master's Portfolio: Physical Education and Health Promotion Emphasis Area

Table 7. Data evaluated at program completion to determine level of proficiency.

Standards for Goal 1	**Possible Portfolio Exhibits**[1]
Candidates should demonstrate 1) the breadth and depth of knowledge and skills expected of an art educator at the masters level as well as 2) growth in each of the listed goal areas during their work in the masters program.	
Advanced Pedagogy in Physical Education	Curricula illustrating advanced pedagogy: lesson plans, work samples or units, technology applications; video clips of teaching
Health Promotion	Curricula focusing on healt, materials from community health activities
Professional Leadership in Physical Education and/or Health Promotion	Resume documenting activities, programs and materials from activities
Research in Physical Education and/or Health Promotion	Research papers, critiques, action research

Table 8. Draft Plan for the Master's Portfolio: Special Education Emphasis Area

Table 8. Data evaluated at program completion to determine level of proficiency.

Standards	**Possible Portfolio Exhibits**[1]
CDE 8.22 (1) Literacy CEC Entry Standards 4, 7, 8, 10 NBPT Core Proposition 1	• RDG 550: *Mastery Test over phonics skills, Test File, Diagnostic Assessment & ILP Project Collaboration Project (100 pts.).* Working with another colleague in your school, you will plan and monitor instruction for a struggling reader for at least six weeks. • T*eaching Plans (5@ 20 pts).* You may utilize the student(s) from either of the projects in developing these plans. Develop 5 teaching plans for reading, Lesson Plans (401/501, 403/503, 420/520, 480/580) • Research Paper related to standard (460/560) • Resume (evidence of attending development activities) • Presentations or inservices in which share language and culture information with colleagues (403/503, 460/560) • Peer evaluations (403/503, 420/520) • Teacher Work Sample • PLACE exam subscore
CDE 8.22 (2) Mathematics CEC Entry Standards 4, 7, 8, 10 NBPT Core Proposition 1	• Video clip demonstrating teaching (401/501, 403/503, 420/520, 480/580) • Lesson plans (401/501, 403/503, 420/520, 480/580) • Tape of communication with student or others in student's first language • Other evidence of ability to communicate with students in their first language • Parent Project showing evidence of appreciation of other cultures (480/580) • Field Experience Evaluations completed by cooperating teachers or colleagues (403/503, 480/580) • PLACE scores
CDE 8.22 (3) Assessment and its	• Video demonstrating implementation of SIOP (403/503, 480/580) • Evaluation demonstrating implementation of SIOP (403/503, 480/580) • Lesson plan including all aspects of SIOP (403/503)

applications CEC Standards 1, 7, 8, 10 NBPT Core Proposition 1	• Student achievement data (403/503, 480/580) • Other Lesson Plans/unit (401/501, 403/503, 420/520, 480/580)
CDE 8.22 (4) Content Area CEC Entry Standards 4, 7, 8 NBPT Core Proposition 1	• *CELA* Assessment Report (460/560) and peer evaluation • Student achievement data (403/503, 480/580) • Video demonstrating monitoring effectively (403/503, 480/580) • Lesson plans that demonstrate a variety of assessment strategies (401/501, 403/503, 420/520, 480/580) • Rubrics and authentic assessments • Graphs, charts, spreadsheets illustrating monitoring strategies • Tests and other assessments you created • Feedback or comments on student work • Student assessments (i.e., students assess your teaching). • Examples of different ways you communicated with students (notes, conferences . . .). • Sample reports to parents on student work • Materials prepared for student-teacher conferences • Field Experience Evaluations completed by cooperating teachers or colleagues (403/503, 480/580) • PLACE scores
CDE 9.06 (5) Creation of effective learning environments CEC Entry Standards 3, 4, NBPT Core Proposition 1	• Family Project (480/580) • Materials from your community meetings that show effective collaboration with interpreters and encourage maintenance of first language skills and traditions. • Materials you have used to communicate and involve families: letters, newsletters, emails, notes home, homework assignments involving parents • Lesson plans with evidence of community resources (401/501, 403/503, 420/520, 480/580) • Resume indicating evidence of volunteer work in the community and/or schools (not field experiences) • A unit plan showing long-term planning • Materials that show evidence of appreciation of other cultures • Field Experience Evaluations completed by cooperating teachers or colleagues (403/503, 480/580) • PLACE scores
CDE 9.06 (6) Instruction that meets individual student needs CEC Entry Standards 3, 4,	• Professional Development Plan (ED 480/580) • Resume with PD activities listed • Research paper that provides evidence of use of research to solve problems/ implement instruction (403/503, 420/520, 460/560, 480/580) • Examples of self-assessments, self-evaluations, or peer assessments (401/501, 403/503, 420/520, 480/580) • Examples of Weekly Learning Logs illustrating your growth as a teacher in analysis and reflection (480/580) • Lesson plans that include comments reflecting on teaching (401/501, 403/503, 420/520, 480/580) • Self-reflections attached to a video of teaching (401/501, 403/503, 420/520, 480/580) • Field Experience Evaluations completed by cooperating teachers or colleagues (401/502, 403/503, 420/520, 480/580)

CDE 9.06 (7) Technology and its applications CEC Entry Standards 4, 7, 8 NBPT Core Proposition 1	• Examples of technology applications in data collection, data monitoring, data analysis, and visual display of data (e.g., curriculum based assessment data monitoring charts) • IEPs that are developed or monitored using electronic software • Lesson plans utilizing technology (e.g., software, Internet, webquests) • Examples of use of technology in communicating with peers and parents (web sites, blogs) • Use of technology in productivity (e.g., development of student materials) • Use of adaptive technologies in teaching (e.g., reading pens, communication boards, touch screens)
CDE 9.06 (8) *Democratic Ideal*, the Law, professionalism and professional development CEC Entry Standards 1, 9 NBPT Core Proposition 1	• Professional Development Plan (ED 480/580) • Resume with PD activities listed • Research paper that provides evidence of use of research to solve problems/ implement instruction (403/503, 420/520, 460/560, 480/580) • Examples of self-assessments, self-evaluations, or peer assessments (401/501, 403/503, 420/520, 480/580) • Examples of Weekly Learning Logs illustrating your growth as a teacher in analysis and reflection (480/580) • Lesson plans that include comments reflecting on teaching (401/501, 403/503, 420/520, 480/580) • Self-reflections attached to a video of teaching (401/501, 403/503, 420/520, 480/580) • Field Experience Evaluations completed by cooperating teachers or colleagues (401/502, 403/503, 420/520, 480/580)

Appendix B

Matrices Used in Evaluating the Portfolio

General Rules for Assessing Performance

1. It is the responsibility of the candidate's mentor, as the content expert, to rate the content for Standard 1 (first dimension) and to make that evaluation available to other members of the team in TEIMS. This should be done prior to the final seminar.

2. Other members of the team should review the portfolio and assign temporary ratings for standards 1-10 prior to the seminar, noting qualities leading to the ratings on the draft document. Ratings should be assigned from 1-8, in increments of .25 (e.g., 3.0. 3.25, 3.50, 3.75).

3. In addition, faculty should develop questions they want to address at the seminar. Faculty should plan to meet briefly prior to the beginning of the seminar to review these questions and general concerns/questions related to the portfolio. Preferably, this could be done electronically at an earlier time.

4. At the meeting, faculty should bring their rating sheets. The candidate's performance at the seminar will affect the ratings for a number of these standards.

5. After completion of the seminar, faculty should meet and review their findings. ALTHOUGH ALL RATINGS PRIOR TO THIS MEETING SHOULD BE COMPLETED INDEPENDENTLY, this review should come to a consensus about the rating for each standard. Disagreement will be noted by the chair of the candidate's committee.

6. The faculty will inform the candidate of the disposition of each standard and any changes needed for recommendation for graduation.

7. The consensus information will be recorded in TEIMS by the candidate's sponsor.

1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.
Note: Application of Content Knowledge is evaluated in Standard 8.

	NOT PASSING		PASSING		RATING
	Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
Depth & Breadth of Knowledge	• Performance is similar to expectations for students who have not completed a teacher education program • Propositions/and or artifact(s) are not present and/or do not address the assignment requirements • Rationale for artifact is superficial and/or incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience: • Propositions and/or artifact(s) are present but may be superficial and/or incoherent or conceptually confused • (At the seminar) candidate explains propositions superficially and/or the relationship between the proposition and research cited • Evidence may be limited to course generated products/research	• Performance demonstrates candidate can meet the content standards for an initial license in the area based on the ratings of faculty member in that area (proficient evidence presented on all CDE standards or proficient evidence presented on content program standards) • Proposition(s) are conceptually sound and important generalization(s) related to content area • (At the seminar) candidate clearly explains propositions and the relationship between the proposition and research cited Evidence may be limited to course generated products/research Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on the majority of standards rated by the content mentor. Proposition(s) and bibliography demonstrate exceptional skills and application of research.	☐
	GPA is a <2.5 for completed courses in emphasis area	GPA <3.0 for completed courses in emphasis area	GPA is a minimum of 3.0 to 3.5 for completed courses in emphasis area	GPA in courses in emphasis area is >3.5; the highest rating should be assigned for a GPA of 4.0.	☐

	NOTE: This criterion is not applied if there is no required exam for the content area. No evidence of licensure exam Received a score of <220		Licensure exam scaled score is a minimum of 220	Licensure exam scaled score is a minimum of 220 and passed all sections of the PLACE exam (3s and 4's) and received at least 2 4s	
Growth in Knowledge	No evidence presented or evidence does not address the standard	• Evidence does not demonstrate change in learning/performance • Evidence in reflection/rationale is superficial or includes errors in thinking or analysis of artifact	Artifact(s) and/or rationale/reflection demonstrate a change in content knowledge from time entered program until program completion.	Artifact(s) and or rationale/reflection demonstrate exceptional growth, either in depth of growth of content knowledge or in the number of areas of change.	
	List qualities that are not passing:		**List qualities that demonstrate proficiency:**	**List qualities that are advanced:**	

OVERALL RATING

2. Demonstrate professional growth in the application of scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.

NOT PASSING		PASSING		OVERALL RATING
Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
• Performance is similar to expectations for students who have not completed a teacher education program • No evidence is included and/or evidence included does nor provide support for the goal • Rationale for artifact is superficial and/or incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience • Propositions and/or reflections/rationale may be superficial and/or incoherent or conceptually confused or may not be supported by theory or research • Evidence may be limited to course generated products/research	• Performance on propositions and artifact(s) meet expectations for well prepared teachers completing a master's program • Presents artifact(s) that demonstrate include application of scientifically based practice AND <u>changes</u> in teaching in at least one of the following areas based on educational research in that area: o Literacy o Instructional Technology o Differentiation of Instruction • Artifact(s) must demonstrate changes in teaching as well as research that informed practice • Rationale/reflection demonstrates understanding of own knowledge base and research applied • Evidence may be limited to course generated products/research • Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on one or more bulleted item at the left. A rating at the highest level should be based on exceptional performance in more than one of the bulleted areas.	☐
List qualities that are not passing:		**List qualities that demonstrate proficiency:**	**List qualities that are advanced:**	

3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.

NOT PASSING		PASSING		OVERALL RATING
Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
• Performance is similar to expectations for students who have not completed a teacher education program • No evidence is included and/or evidence included does nor provide support for the goal • Rationale for artifact is superficial and/or incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience • Reflections may be superficial and/or incoherent or conceptually confused • Evidence may be limited to course generated products/research	Performance on proposition(s) and artifact(s) meet expectations for well prepared teachers completing a master's program Evidence is included that demonstrates all of the following: • More than one means of assessing student learning is included • Candidate aggregates student performance and accurately draws conclusions • Reflection/rationale demonstrates changes in teaching based on evaluation of data Evidence may be limited to course generated products/research. Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on at least one of the bulleted items at the left A rating at the highest level should be assigned if evidence also includes artifacts that were not generated as requirements for a course or for the program.	☐
List qualities that are not passing:		**List qualities that demonstrate proficiency:**	**List qualities that are advanced:**	

4. Research, locate and interpret educational research in best practices in teaching. OVERALL RATING: _____

	NOT PASSING		PASSING		RATING
	Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
Critically Reading & Applying Research	• Performance is similar to expectations for students who have not completed a teacher education program • Propositions are not present and/or do not address the assignment requirements • (At the seminar) candidate cannot explain propositions • Rationale for artifact is superficial and/or incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience • Propositions are present but may be superficial and/or incoherent or conceptually confused • (At the seminar) candidate explains propositions superficially and/or the relationship between the proposition and research cited • Evidence may be limited to course generated products/research	Performance on propositions and artifact(s) meet expectations for well prepared teachers completing a master's program , including: • Citing relevant research from a variety of sources • Accurately analyzing and synthesizing research • Integrating relevant research and theory from multiple sources and across courses • Applying research for self-directed inquiry and for own problem-solving • Making authentic connections to practice • Integrating theoretical, philosophical, and research sources • Analyzing and synthesizing research related to emphasis area • Explaining propositions by expanding on theory, research, and practice • Integrating theories and research into own thinking	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on more than one bulleted item at the left	☐
Action Research	No action research included and/or action research is incomplete Rationale/reflection is not included or may be described as superficial/incoherent or conceptually confused	Action research is present but includes sufficient errors that result in Errors occur in analysis of data and/or rationale/reflection that limit effectiveness of research	Investigates educational problem by completing all components of an action research project, analyzing data and drawing accurate conclusions about practice Rationale/reflection with research demonstrates changed patterns in thought and action with regard to the connections between research and practice Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on action research	☐
Comments	**List qualities that are not passing:**		**List qualities that demonstrate proficiency:**	**List qualities that are advanced:**	

5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.

NOT PASSING		PASSING		OVERALL RATING
Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
• Performance is similar to expectations for students who have not completed a teacher education program: • No evidence is presented or evidence is not directly related to the standard • Rationale is not present, incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience: • Evidence limited to course generated products/research • Artifact(s) do not provide sufficient evidence related to the standard • Rationale and/or propositions are superficial and/or may not be defensible based on current research	Performance on artifact(s) and proposition meet expectations for well prepared teachers completing a master's program including • Planning and implementing quality professional growth opportunities for other teachers • Participation in collaborative leadership to address educational challenges • Participation formally and informally in appropriate professional learning communities and teams to improve educational practice Rationale/reflection and/or artifact demonstrate effectiveness of professional development on educational practice of colleagues Rationale is keyed to impact of professional growth in leadership abilities on professional self-efficacy and self-worth Evidence may be limited to course generated products/research Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on more than one bulleted item at the left. The range of activities and quality of the activity should be considered in assigning a rating in the advanced range. A rating at the highest level should require evidence of involvement effective professional development beyond expectations in courses.	☐
List qualities that are not passing:		**List qualities that demonstrate proficiency:**	**List qualities that are advanced:**	

6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.

NOT PASSING		PASSING		OVERALL RATING
Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
• Performance is similar to expectations for students who have not completed a teacher education program • No evidence is included and/or evidence included does nor provide support for the goal • Rationale for artifact is superficial and/or incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience: • Reflections/rationale may be superficial and/or incoherent or conceptually confused or may not be supported by theory or research • Evidence may be limited to course generated products/research	1. Candidate's reflection meets expectations for well prepared teachers completing a master's program and • Describes value of experience on thinking and practice • Utilizes reflection to change own practice of teaching • Illustrates relationship among research/theory, own practice and student achievement • Refers to changes in patterns in thought and action with regard to own practice • Identifies patterns of program impact on practice • Identifies directions for future inquiry and development • Candidate must demonstrate at lest 4/6 expectations. 3. Artifact(s) or proposition addresses use of technology in self-assessment or collaboration for change. Evidence may be limited to course generated products/research Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on more than one bulleted items at the left. A rating of the highest level must demonstrate exceptional performance on both #1 and #1.	☐
List qualities that are not passing:		**List qualities that demonstrate proficiency:**	**List qualities that are advanced:**	

7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.

NOT PASSING		PASSING		OVERALL RATING
Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
• Performance is similar to expectations for students who have not completed a teacher education program • No evidence is included and/or evidence included does nor provide support for the goal • Rationale for artifact is superficial and/or incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience: • Reflections may be superficial and/or incoherent or conceptually confused • Evidence may be limited to course generated products/research	• Performance on propositions and artifact(s) meet expectations for well prepared teachers completing a master's program • Both the artifact(s), its rationale/reflection, and proposition(s) all demonstrate the ability to accurately analyze and synthesize current research and trends in school change Evidence may be limited to course generated products/research Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance in analyzing and synthesizing research. A rating at the highest level would address research/trends related to candidate's emphasis area or may include artifacts that are not related to course or program requirements.	☐
List qualities that are not passing:		**List qualities that demonstrate proficiency:**	**List qualities that are advanced:**	

8. Demonstrate responsibility for student learning at high levels.

NOT PASSING		PASSING		OVERALL RATING
Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
• Performance is similar to expectations for students who have not completed a teacher education program • No evidence is included and/or evidence included does nor provide support for the goal • Rationale for artifact is superficial and/or incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience • Propositions and/or reflections/rationale may be superficial and/or incoherent or conceptually confused or may not be supported by theory or research • Evidence may be limited to course generated products/research	• Performance on propositions and artifact(s) meet expectations for well prepared teachers completing a master's program • Artifact(s) clearly demonstrates improvement in student achievement to high levels • Artifact(s) disaggregates data for individual students and demonstrates improvement in achievement for students with various learning characteristics • Reflection demonstrates understanding of relationship between student learning and teaching/learning activities Evidence may be limited to course generated products/research Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on bulleted items at the left. Exceptional performance should present some research base for change.	☐
List qualities that are not passing:		**List qualities that indicate proficiency:**	**List qualities that are advanced:**	

9. Demonstrate responsibility for school reform and leadership in school change.

NOT PASSING		PASSING		OVERALL RATING
Basic (1-2)	**Developing (3-4)**	**Proficient (5-6)**	**Advanced (7-8)**	
• Performance is similar to expectations for students who have not completed a teacher education program • No evidence is included and/or evidence included does nor provide support for the goal • Rationale for artifact is superficial and/or incoherent or conceptually confused	• Performance is similar to expectations for student teachers or beginning teachers with limited teaching experience • Reflections may be superficial and/or incoherent or conceptually confused • Evidence may be limited to course generated products/research • Propositions may be superficial and/or incoherent or conceptually confused or may not be supported by theory or research	Performance on propositions and artifact(s) meet expectations for well prepared teachers completing a master's program demonstrate candidate can assume responsibility and leadership in school change through at least two of the following: • Artifact that demonstrates leadership in change • Artifact demonstrates a plan that would lead to school reform • Involvement in school, district, or discipline activities that impact school change outside one's own classroom (collaborative work, presentation, grant writing, etc.) • Artifact that verifies effect on at least one aspect of school change • Rationale explains relationship of research to own efforts Evidence may be limited to course generated products/research Quality of writing may affect proficiency level.	Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on more than one bulleted item at the left; includes some verification of the effect of own efforts on school change. Some evidence is included that was not generated as a requirement in a course.	☐
List qualities that are not passing:		**List qualities that are proficient:**	**List qualities that are advanced:**	

Self-Evaluation of Performance on the M.Ed. Goals

My Emphasis Area _____

All information on this evaluation is confidential. Individual evaluations will be added to others and summarized at the end of each semester. Aggregated information will be shared with the faculty in order to improve the program for future students. Your comments and ideas are very much appreciated.

How would you rate your skill level on each of the statements below?

Place the number that corresponds to your rating in the box to the left of each item on the survey.

1	2	3	4	5
• Unacceptable • Level of a student who is beginning education courses	• Minimally • Minimal Proficiency • Level of a student teacher or beginning teacher	• Proficient • Level of a well-prepared teacher with strong knowledge base and teaching experience	• Advance Proficiency • Level beyond expectations for well-prepared master's level teachers that you have known	• Exceptional Proficiency • Level that demonstrates proficiency that is similar to that of an exceptional teacher with a master's degree

	I have a breadth and depth of knowledge in my content area.
	I understand effective, scientifically-based practices in literacy education for my discipline and can apply them to raise student achievement.
	I understand effective, scientifically-based practices in using instructional technology in teaching and learning and can apply them to raise student achievement
	I understand effective, scientifically-based practices in differentiating education for my discipline and can apply them to raise student achievement.
	I understand scientifically-based practices in literacy education and apply them to raise student achievement.
	I understand scientifically-based practices using technology in instruction and apply them to raise student achievement.
	I understand scientifically-based practices in differentiating instruction and apply them to raise student achievement.
	I can use multiple means of assessing and evaluating student learning and use them to change teaching and learning.
	I can locate and interpret educational research on best practices in teaching.
	I understand the application and uses of action research and can implement it

	independently to answer educational questions related to my own practice.
	I can develop professional learning communities in my school.
	I am a leader in a range of professional development activities.
	I can participate as a mentor or coach for my colleagues.
	I use reflection to improve classroom teaching and learning.
	I know how to apply effective models for school change.
	I can apply content knowledge to raise achievement of students in my classroom.
	I know how to ensure student learning at high levels.
	I understand the effective strategies for participating and leading school change.

Part II

How would you rate how much you have gained from the master's in education program?

Think about your skill level when you began the program and your skill level now, and place the number that corresponds to your rating in the box to the left of each item on the survey.

1	2	3	4	5
Not at all, Nothing	Some, but	What I expected I would learn, a satisfactory amount	More than I expected	A great deal more than I ever expected, an exceptional amount

	My content knowledge in my emphasis
	My depth and breadth of content knowledge I apply in my teaching
	Strategies for literacy teaching in my classroom
	Strategies for using technology to teach
	Strategies for differentiating instruction
	Strategies for assessing learning and monitoring students' learning
	Using educational research to inform my own teaching
	Strategies for effective professional development
	How to mentor and coach my colleagues.

	Reflective teaching and using reflection to improve my teaching
	Knowing how to raise the achievement of students in my class
	Being a leader in my school

Part III

On a scale of 1-5, with 1 = Very Poor and 5 = Excellent, please rate the following other aspects of the Masters in Education Program by placing the number that best describes your experiences next to the item you rate.

	Program Resources
	Quality of Instruction
	Cost
	Availability of Courses
	Physical Facilities

Part IV

Please answer the following open ended questions and give us any additional feedback that would be helpful.

The most important aspect of the program that facilitated my learning was:

The least important aspect of the program in facilitating my learning was:

Among all the experiences you have had in the program, what has had the greatest impact on you as a teacher?

The least important content/requirement of the program for me as an educator was:

If I could change one thing about my program, it would be:

If I could tell those in charge one aspect of the program NOT to change, it would be:

How have you used the new knowledge and skills that you gained in the program?

Other Comments: