



COLORADO STATE UNIVERSITY PUEBLO
School of Education



Be an Educator!

CSU-Pueblo M.Ed. Program
2025 Assessment Plan

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Mission of the MEd

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 pK-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 pK-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 pK-12 teachers' abilities to *provide educational opportunities* for their students.

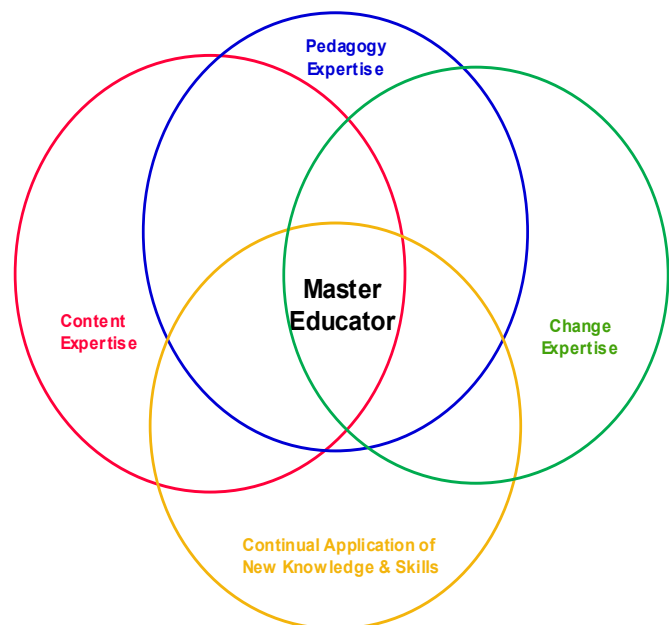


Figure 1. Visual of the design of the degree program

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 pK-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 master's in education program to prepare teachers and learners of quality and distinction by exposing students to quality communities of teaching and learning.

MEd Program Goals/Student Learning Outcomes

As educators 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 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 Praxis exams), 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 system that allows 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 seminar course, students submit the portfolio for final

review. In addition to the portfolio materials, graduate students submit reflective essay responses to a series of questions about their experience in the MEd program. These materials are evaluated by graduate faculty according to the rubric found in the Appendix to this Assessment Plan.

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.

Appendix

Final Defense Seminar Rubric for All Program Standards (SLOs)

Student Self Evaluation Tool

1. Demonstrate growth in content knowledge related to emphasis area 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)	
<i>Depth & Breadth of Knowledge</i>	<ul style="list-style-type: none"> Performance expectations are like those 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <p>Evidence may be limited to course generated products/research</p> <p>Quality of writing may affect proficiency level.</p>	<p>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.</p> <p>Proposition(s) and bibliography demonstrate exceptional skills and application of research.</p>	<input type="text"/>
	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.	<input type="text"/>
<i>Growth in Knowledge</i>	No evidence presented or evidence does not address the standard	<ul style="list-style-type: none"> 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.	<input type="text"/>
	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)	
<ul style="list-style-type: none"> Performance is similar to expectations for students who have not completed a teacher education program No evidence is included and/or evidence included does not provide support for the goal Rationale for artifact is superficial and/or incoherent or conceptually confused 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Literacy Instructional Technology 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. 	<p>Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on one or more bulleted item at the left.</p> <p>A rating at the highest level should be based on exceptional performance in more than one of the bulleted areas.</p>	<div></div>
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)	
<ul style="list-style-type: none"> Performance is similar to expectations for students who have not completed a teacher education program No evidence is included and/or evidence included does not provide support for the goal Rationale for artifact is superficial and/or incoherent or conceptually confused 	<ul style="list-style-type: none"> 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 	<p>Performance on proposition(s) and artifact(s) meet expectations for well prepared teachers completing a master's program</p> <p>Evidence is included that demonstrates all of the following:</p> <ul style="list-style-type: none"> 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 <p>Evidence may be limited to course generated products/research.</p> <p>Quality of writing may affect proficiency level.</p>	<p>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</p> <p>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.</p>	<div></div>
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)	
<i>Critically Reading & Applying Research</i>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Performance on propositions and artifact(s) meet expectations for well prepared teachers completing a master's program, including:</p> <ul style="list-style-type: none"> 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 	<p>Performance is beyond expectations for well-prepared teachers completing a master's program; exceptional performance on more than one bulleted item at the left</p>	<input type="text"/>
<i>Action Research</i>	<p>No action research included and/or action research is incomplete</p> <p>Rationale/reflection is not included or may be described as superficial/incoherent or conceptually confused</p>	<p>Action research is present but includes sufficient errors that result in</p> <p>Errors occur in analysis of data and/or rationale/reflection that limit effectiveness of research</p>	<p>Investigates educational problems by completing all components of an action research project, analyzing data and drawing accurate conclusions about practice</p> <p>Rationale/reflection with research demonstrates changed patterns in thought and action with regard to the connections between research and practice</p> <p>Quality of writing may affect proficiency level.</p>	<p>Performance is beyond expectations for well-prepared teachers completing a master's program; exceptional performance on action research</p>	<input type="text"/>
<i>Comments</i>	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)	
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<p>Performance on artifact(s) and proposition meet expectations for well prepared teachers completing a master's program including</p> <ul style="list-style-type: none"> 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 <p>Rationale/reflection and/or artifact demonstrate effectiveness of professional development on educational practice of colleagues</p> <p>Rationale is keyed to impact of professional growth in leadership abilities on professional self-efficacy and self-worth</p> <p>Evidence may be limited to course generated products/research</p> <p>Quality of writing may affect proficiency level.</p>	<p>Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on more than one bulleted item at the left.</p> <p>The range of activities and quality of the activity should be considered in assigning a rating in the advanced range.</p> <p>A rating at the highest level should require evidence of involvement effective professional development beyond expectations in courses.</p>	<div></div>
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)	
<ul style="list-style-type: none"> Performance is similar to expectations for students who have not completed a teacher education program No evidence is included and/or evidence included does not provide support for the goal Rationale for artifact is superficial and/or incoherent or conceptually confused 	<ul style="list-style-type: none"> 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 	<p>1. Candidate's reflection meets expectations for well-prepared teachers completing a master's program and</p> <ul style="list-style-type: none"> 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 least 4/6 expectations. <p>2. Artifact(s) or proposition addresses use of technology in self-assessment or collaboration for change.</p> <p>Evidence may be limited to course generated products/research</p> <p>Quality of writing may affect proficiency level.</p>	<p>Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance on more than one bulleted items at the left.</p> <p>A rating of the highest level must demonstrate exceptional performance on both #1 and #1.</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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)	
<ul style="list-style-type: none"> Performance is similar to expectations for students who have not completed a teacher education program No evidence is included and/or evidence included does not provide support for the goal Rationale for artifact is superficial and/or incoherent or conceptually confused 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <p>Evidence may be limited to course generated products/research</p> <p>Quality of writing may affect proficiency level.</p>	<p>Performance is beyond expectations for well prepared teachers completing a master's program; exceptional performance in analyzing and synthesizing research.</p> <p>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.</p>	<div></div>
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)	
<ul style="list-style-type: none"> Performance is similar to expectations for students who have not completed a teacher education program No evidence is included and/or evidence included does not provide support for the goal Rationale for artifact is superficial and/or incoherent or conceptually confused 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 <p>Evidence may be limited to course generated products/research</p> <p>Quality of writing may affect proficiency level.</p>	<p>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.</p>	<div></div>
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)	
<ul style="list-style-type: none"> Performance is similar to expectations for students who have not completed a teacher education program No evidence is included and/or evidence included does not provide support for the goal Rationale for artifact is superficial and/or incoherent or conceptually confused 	<ul style="list-style-type: none"> 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 	<p>Performance on propositions and artifact(s) meet expectations for well prepared teachers completing a master's program. Candidate can assume responsibility and leadership in school change through <u>at least two</u> of the following:</p> <ul style="list-style-type: none"> 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 <p>Evidence may be limited to course generated products/research</p> <p>Quality of writing may affect proficiency level.</p>	<p>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.</p> <p>Some evidence is included that was not generated as a requirement in a course.</p>	<div></div>
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 Concentration 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
<ul style="list-style-type: none"> Unacceptable Level of a student who is beginning education courses 	<ul style="list-style-type: none"> Minimally Minimal Proficiency Level of a student teacher or beginning teacher 	<ul style="list-style-type: none"> Proficient Level of a well-prepared teacher with strong knowledge base and teaching experience 	<ul style="list-style-type: none"> Advance Proficiency Level beyond expectations for well-prepared master's level teachers that you have known 	<ul style="list-style-type: none"> 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: