

Program: Master's in EducationDate: May 27, 2015Completed by: Jeff Piquette

Assessment contributors (other faculty involved in this program's assessment): The following faculty in Teacher Education participated in eportfolio assessment: Massey, Pettit, Piazza, and Piquette; complete program data were reviewed at the fall and spring department convocation meetings.

Please complete this form for each undergraduate, minor, certificate, and graduate program (e.g., B.A., B.S., M.S.) in your department. Please copy any addenda (e.g., rubrics) and paste them in this document, and submit it to the dean of your college/school as per the deadline established. The dean will forward it to me as an email attachment before June 2, 2015. You'll also find the form at the assessment website at <http://www.colostate-pueblo.edu/Assessment/ResultsAndReports/Pages/default.aspx>.

Please describe the 2014-2015 assessment activities for the program in Part I. Use Column H to describe improvements planned for 2015-2016 based on the assessment process. In Part II, please describe activities engaged in during 2014-2015 designed to close-the-loop (improve the program) based on assessment activities and the information gathered in 2013-2014. Thank you.

I. Program student learning outcomes (SLOs) assessed in this cycle, processes, results, and recommendations.

A. Which of the program SLOs were assessed during this cycle? Please include the outcome(s) verbatim from the assessment plan.	B. When was this SLO last assessed? Please indicate the semester and year.	C. What method was used for assessing the SLO? Please include a copy of any rubrics used in the assessment process.	D. Who was assessed? Please fully describe the student group(s) and the number of students or artifacts involved.	E. What is the expected achievement level and how many or what proportion of students should be at it?	F. What were the results of the assessment?	G. What were the department's conclusions about student performance?	H. What changes/improvements to the <u>program</u> are planned based on this assessment?
All 9 SLOs were assessed in 2014-2015:	2013-2014 (all SLOs)	Rubrics used in assessing	All program completers	All (100%) program	2014-2015 results	Although all mean ratings showed student	Although the LDE curriculum has been

<p>1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.</p> <p>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.</p> <p>3. Demonstrate multiple means of assessing and evaluating student learning and use them to change teaching and learning.</p> <p>4. Research, locate and interpret educational research in best practices in teaching.</p> <p>5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.</p> <p>6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including</p>	are assessed each year)	<p>SLOs as well as the survey completed by graduates are on p. 46/61 of the <i>M.Ed. Handbook</i> (http://ceeps.colostate-pueblo.edu/TEP/FormsAndDocuments/Documents/TEP%20GRAD%20HANDBOOK.pdf) and are attached to this report.</p> <p>Students' eportfolio and defense are assessed by 3 faculty members, with the faculty advisor summarizing ratings/comments.</p>	in 2014-2015	<p>completers should a) receive ratings of 5.00 or higher on assessments of performance on all program standards (i.e., 5.00 is the benchmark; the scale is 1-8); b) 80% or > should receive passing scores on licensure exams, and c) >80% of graduates report ratings of "proficient" (5.0) or > and avg. ratings of >5.00 on self evaluations</p>	<p>indicated that a) 100% received proficient ratings; mean ratings were always above 5.00 for each goal; b) 100% of all test takers in SPED (6/6) and IT (1/1) had passing scores; and c) mean self ratings by graduates on all items were 5.00 or greater.</p> <p>Too few graduates allowed for disaggregation of data by emphasis area.</p>	<p>proficiency was on the average above 5.00 across all standards, disaggregating this information did indicate strengths and weaknesses for particular standards. Strengths included performance on Goal 1 for all areas except LDE (breadth and depth of knowledge in content area), on Goal 3 (assessment and evaluation of learning), and Goal 9 (leadership in school change). Lowest rated areas included Goal 4 (understanding/ applying research) and Goal 1 (LDE content knowledge). These results are similar to those in 2012-2013 and 2013-2014. For Goal 4, weaknesses noted included inconsistent/ inaccurate use of APA style and failure to utilize a range of types of research in addressing research propositions. In addition, the relatively few ratings in the excellent/exceptional range for program goals was noted.</p>	<p>revised, it has only recently been fully implemented. Graduates are still finishing the program having taken the old content. Very recent completers (summer 2015) who have taken a majority of the new content appear to have much higher ratings on their content knowledge for the LDE program. Faculty will continue to monitor this program to ensure that the new curriculum is indeed making a difference.</p> <p>Faculty will continue to develop consistency across program in use of APA style and implement assignments that stress the use of a variety different research reports to support conclusions and propositions.</p>
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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 8. Demonstrate responsibility for student learning at high levels. 9. Demonstrate responsibility for school reform and leadership in school change.							
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Comments: The program has 9 goals that form the SLOs for all master’s candidates. Goal 1 focuses on content knowledge in the candidate’s emphasis area, and more specific “standards” for this area are aligned with the Colorado Academic content Standards for endorsement areas. Teacher Education has developed rubrics (available in the *Graduate Handbook* beginning on page 46 at <http://ceeps.colostate-pueblo.edu/TEP/FormsAndDocuments/Documents/TEP%20GRAD%20HANDBOOK.pdf>) that outline the specific criteria and dimensions of performance that define outcomes required for each goal area. Ratings based on this evidence are completed using a scale of 1-8, with a rating of 5.00 an indication of “proficient” on a standard. Formal evaluations are conducted and recorded for each student at program completion by faculty based on multiple types and sources of evidence in the candidate’s eportfolio and oral defense. The limited number of program completers in most emphasis areas limited further disaggregation of assessment data.

II. Follow-up (closing the loop) on results and activities from previous assessment cycles. In this section, please describe actions taken during this cycle that were based on, or implemented to address, the results of assessment from previous cycles.

A. What SLO(s) did you address? Please include the outcome(s) verbatim from the assessment	B. When was this SLO last assessed? Please indicate the semester and year.	C. What were the recommendations for change from the previous assessment?	D. Were the recommendations for change acted upon? If not, why?	E. What were the results of the changes? If the changes were not effective, what are the next steps or the new recommendations?

plan.				
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	2014-2015	To revise (continue to revise) the LDE curriculum based on the new state standards. Although the LDE curriculum has been revised and been fully approved by CDE/DHE, this is the first year that it has been fully implemented. Some graduates are still coming through the program with courses from the old program. Faculty will continue to review and revise assignments and activities in this program, working with adjunct faculty to ensure effective instruction.	Yes. Over the last 2 years, all courses in the emphasis area (24 credit hours total) have been revised: Syllabi were re-written and strengthened in terms of impact of culture, literacy, emphasis on heritage learners and English learners (ELs) with exceptionalities, history and politics of serving ELs, and assessment. Student assignments have been strengthened to emphasize research and writing, and curriculum applications have been aligned with theory.	Because the new program has just been fully implemented, the impact on students cannot be clearly evaluated at this time. However, very recent completers (summer 2015) who have taken a majority of the new content appear to have much higher ratings on their content knowledge for the LDE program. They also report a higher level of satisfaction with the courses on student evaluations compared to previous years. Next year should be very telling in that we have a number of potential graduates in this emphasis area who have taken a majority of the new courses.
4. Research, locate and interpret educational research in best practices in teaching.	2014-2015	Faculty will continue to develop consistency across program in use of APA style	Yes. ED 503 continued to incorporate activities in conjunction with the RAGE project and with library staff to improve instruction on APA style.	Dr. Pettit (ED 503) reported improved literature reviews in ED 503 in Spring 2015 by graduate students enrolled in that course; outcome data on program completers showed some improvement on the summative assessments, but other courses (which had adjuncts as instructors this year) showed somewhat of a lapse in regard to consistent use of APA. The Associate Dean and program faculty will meet with adjunct instructors, should the courses be taught by adjuncts next year to ensure that this issue is better addressed.

Appendix C

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)	
<i>Depth & Breadth of Knowledge</i>	<ul style="list-style-type: none"> 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 	<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"/>
	<p>NOTE: This criterion is not applied if there is no required exam for the content area.</p> <p>No evidence of licensure exam Received a score of <220</p>		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	<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 problem 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>1. 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 demonstrate 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:	