



COLORADO STATE UNIVERSITY PUEBLO
School of Education



Be an Educator!

MASTER OF EDUCATION (MEd) HANDBOOK

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<https://www.csupueblo.edu/school-of-education/index.html>

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MEd Program Overview

Welcome

Welcome to the Master of Education program within the School of Education at CSU Pueblo. We are excited to have you join our scholarly academic community, where we know you will significantly contribute to the educational field. Pursuing a master's degree is both a demanding and rewarding endeavor. We know you had choices and are happy you chose our program. We encourage you to read through this handbook and let us know how we can help. We are here for you.

School of Education Mission, Vision, & Values

Mission: To engage and empower our community of learners and develop professional educators who respect diversity, advance social justice, and promote academic excellence through immersion in equitable exploration.

Vision: To be the peoples' choice for excellence in educator preparation, development, and leadership through building and bridging communities of learners using a delivery of innovative instruction to establish professionals able to provide equitable opportunities for diverse populations.

Values: Change Agents, Research, Relationships, Reflection, Collaboration, Compassion, Democratic Ideal, Equity, Knowledge, Perseverance.

MEd Purpose

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 MEd 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

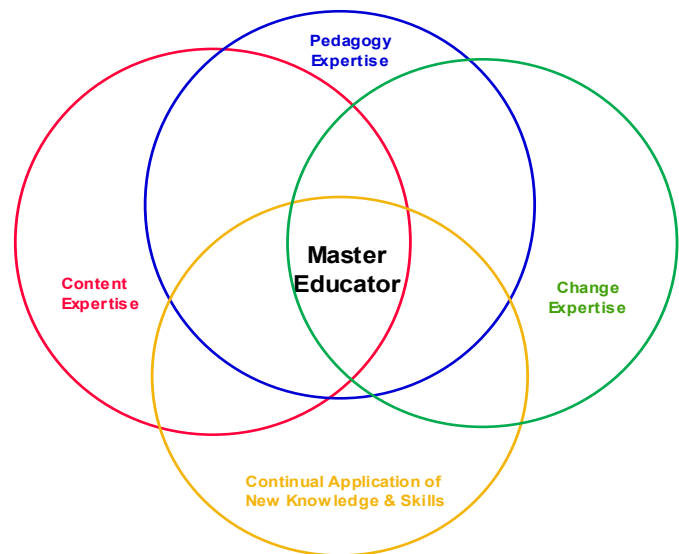


Figure 1. Visual of the design of the degree program

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 MEd core and assessment process.

Program Accreditation

CSU Pueblo is regionally accredited by the Higher Learning Commission (HLC).

MEd Program Student Learning Outcomes

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

1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.
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.
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.
8. Demonstrate responsibility for student learning at high levels.
9. Demonstrate responsibility for school reform and leadership in school change.

Admission Requirements

Regular status will be given to degree-seeking students who meet all the following requirements:

- A baccalaureate degree from an institution accredited by the regional accreditation agency (or equivalent).
- A minimum 3.000 cumulative GPA. Conditional admission may be granted for candidates with cumulative GPAs lower than 2.500, but whose recent graduate GPA (at least 15 hours) is above 3.000
- A letter of interest that outlines the candidate's reason(s) for applying to the M.Ed. program and how they expect to both benefit from and contribute to it.
- Two recommendations from Individuals who can speak to potential success in graduate school.
- Significant teaching experience. Candidates must provide documentation of the quantity and quality of this experience within their letter of interest.

International students whose native language is not English must also meet the English language proficiency standard set forth in the [Graduate Admissions section](#) of the CSU-Pueblo Catalog. To continue in the program, students must maintain a cumulative GPA of 3.000.

Curriculum

The MEd curriculum provides a progressive learning experience for students to develop 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.

Available Concentrations & Delivery Modes

Students pursuing the MEd at CSU Pueblo will pick one of many different concentration areas to tailor their education to their needs. Concentrations may be offered in-person, online, or as a combination of these modalities. The table below shows current concentrations and their available delivery modes. Courses are 8 weeks and 16 weeks during fall and spring terms. Summer terms include 8-week and 12-week courses.

Concentrations are available in:

Art Education (in-person)	Instructional Technology (in-person, online)
Curriculum and Instruction (in-person, online)	Linguistically Diverse Ed. (online)
Early Childhood Education (in person)	Music Education (in-person)
Early Learning (in-person)	Reading, Language, & Literacy (in-person, online)
Educational Leadership (online)	Space Studies for Educators (online)
English (<i>Currently not available</i>)	Special Education (online)
Health & Physical Education (in person, online)	World Language (online)
Gifted Education (online)	

Coursework

The degree is designed with three components: (1) core courses in research and professional change; (2) pedagogy courses in instructional technology, differentiation of instruction, and literacy; and (3) courses in a concentration area chosen by the graduate student.

Component 1: Core Requirements (11 credit hours). Organizational change and school reform, as well as the responsibilities of professional leadership related to educational change, are emphasized in the core.

Courses	Titles	Credits
ED 502	Core 1: Teacher as Change Agent	3
ED 503	Core 2: Teacher as Researcher	3
ED 504	Core 3: Leading Change in America's Schools	3
ED 593/581	Practicum & Seminar in Education	2

Component 2: Pedagogy Requirements: (choose 3 hours from each category, 9 credit hours total). CSU Pueblo recognizes that master teachers demonstrate expertise in understanding and applying best practices in each of the following areas: instructional technology, differentiation of instruction, and literacy education. Teachers will select courses based on their advising plan, with input from their graduate advisor. Courses cannot be double counted in any other component. The most common choices are listed below.

Instructional Technology

Courses	Titles	Credits
ED 501	Integrated Technology in the Classroom	3
ED 520	Educational Media and Technology	3
Or any course listed in the Emphasis Area for Instructional Technology		

Differentiation of Instruction

Courses	Titles	Credits
CLDE 503	Content Instruction for EL Learners	3
ED 501	Brain Based Differentiation	3
ED 512	Teaching Diverse Learners	3

Literacy Education

Courses	Titles	Credits
CLDE 520	Literacy for EL Learners	3
ED 501	Integrated Literacy	3
RDG 510	Foundations of Reading Instruction	3
RDG 535	Content Area Literacy	3
RDG 550	Diagnosis and Remediation of Reading Problems	3
RDG 555	Advanced Linguistics for Educators	3

Component 3: Concentration Requirements (18 credit hours). The purpose of Component 3 of the program is the development of educators' content expertise related to their area of responsibility, with candidates choosing among several different options (see table above).

Program Timeline

All requirements for the MEd degree are to be completed within the designated timeframe for the CSU Pueblo doctoral program. Students may take one to six years to complete the program. Courses completed six or more years before the date of graduation, either at CSU Pueblo or at another institution, will not be accepted as satisfying graduation requirements without the written approval of the student's graduate program director. Students should consult with an MEd advisor to develop a long-term plan that aligns with their goals.

Academic Advising

MEd students are advised at least once per term by an advisor for the Master of Education program.

Support Services

At CSU Pueblo, all departments are focused on one thing: your student success. Therefore, numerous [Support Services](#) are available to you as a graduate student in our program to stay on track toward achieving your dreams. The School of Education also houses a [Curriculum Resource Center](#) which has a collection of pK-12 curriculum materials, literature, technology, equipment, manipulatives, standardized tests, and other resources for educators. Most materials may be checked out. The Curriculum Resource Center website also includes links to searchable databases for the Center and the University Library.

Policies & Code of Conduct

Students must adhere to all policies, procedures, and expectations listed in the following documents.

- [Academic Policies](#) of the University
- [Graduate School section](#) of the Colorado State University Pueblo Catalog
- [MEd Handbook](#)
- [Student Conduct & Community Standards](#) of the University.

Academic Writing, AI Usage, & File Formats

All work in the program should be completed using original academic writing unless otherwise indicated. Academic writing is writing that communicates ideas, information, and research to a professional community. It is formal (use of APA format and style) and unbiased. It is clear, precise, focused, well-structured, and supported by scholarly research. Use the most current edition of the APA Manual for all work submissions.

Artificial Intelligence Usage

Generally speaking, students are not authorized to use artificial intelligence to produce work for this program EXCEPT on assignments that have been identified and for which students receive significant guidance on appropriate use of such technologies. Instructors will provide more information about the specific assignment(s) when the time is appropriate within the course. Students may not construe this limited use as permission to use these technologies in any other facet of the courses.

When instructors allow the use of AI, it can be a valuable tool that assists in coursework but must not be used to submit AI-generated content as original work. Here are the School of Education guidelines for using AI in your assignments, when it is allowed:

1. **Maintain Originality:** All written assignments, including journals, discussions, papers, and any other written work, must be your own original writing.
2. **Revision & Enhancement:** You are encouraged to revise and enhance your writing based on AI's valuable suggestions.
3. **Save Original Work:** If you use AI-generated content to enhance your writing, you must keep a copy of your original work.
4. **Submission of Originals:** When submitting assignments that utilize AI assistance, you must include your original, unaltered writing as appendices.

Acceptable File Formats for MEd Coursework

In all MEd courses, assignments must be submitted in a file format that:

1. is able to be opened by a typical Windows Computer with Microsoft Office (e.g. no .pages files), and
2. remains static and unchangeable after submission (such as a .pdf and NOT a shared file like OneDrive or Google docs), allowing for accurate grading and feedback.

Any deviations from this must be approved by the course instructor.

Student Success

The School of Education is committed to the success of all students in our program. This commitment is reflected in our policies, programs, and practices, which provide resources and support systems for our learning community.

School of Education Contact Information

Get to know more about the School of Education faculty and staff by visiting us at our [Contact Us](#) webpage.

Appendix

MEd Program Completion Checklist

1. GPA & Grades.
 - ☐ Complete program with a cumulative graduate GPA of 3.000 or better
 - ☐ A maximum of 6 credit hours of C/C+ may be applied toward graduation
 - ☐ A maximum of 9 credit hours of transfer credit may be applied to the degree
 - ☐ A maximum of 6 credit hours of credit for prior learning may be applied to the degree
 - ☐ Regular student status (no Academic Watch, etc.)
2. Approved Course Work Complete (38 credit hours)
 - ☐ Core (11 credit hours): ED 502, 503, 504, 593 or 581
 - ☐ Pedagogy (9 credit hours): one IT course, one differentiation course, one literacy course
 - ☐ Concentration (18 credit hours)
3. During ED 593 (or 581)
 - ☐ Completion of electronic portfolio showing mastery of program SLOs
 - ☐ Reflective Essays about all SLOs
 - ☐ Artifact(s) demonstrating mastery of each SLO
 - ☐ Completion of 5 Propositions with Annotated Bibliography
 - ☐ Submit electronic portfolio for review
4. Graduation Documentation
 - ☐ Submit graduation contract by published deadlines during the intended graduation term
 - ☐ Make sure DARS audit is green

Program Assessment

The assessment plan for CSU Pueblo's MEd ensures that the program:

1. Is evaluated regularly, including who is being evaluated.
2. Uses appropriate measures to evaluate SLOs (direct and indirect).
3. Includes rubrics when they are used.
4. Has clear criteria for performance expectations.

Frequency of Evaluation & Who Is Being Evaluated

When: All program SLOs are evaluated each year.

Who: All students who complete the MEd within the academic year.

Evaluation Measures

A range of tasks aligned to program SLOs provide the sources of evidence to assess performance. These tasks yield a body of artifacts that are compiled into a final electronic portfolio that is organized by SLO. Artifacts come from a variety of tasks, including all 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, etc.
- Test Scores.
- Materials and artifacts from activities with parents, colleagues, and classroom teachers.
- Evidence of ability to understand and utilize research to improve practice.
- Evidence of inquiry (e.g., action research, case studies) to change practice.
- Videos.
- Evidence of program and school change, including activities in coaching, mentoring, and professional learning communities.

MEd students begin developing their MEd 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 student performance on specific standards are added throughout the program. During the final seminar course, students compile and then submit their final portfolio for review. Additionally, at the end of this course, students will complete a self-evaluation of their performance across program standards and an evaluation of the quality of the master's program. The quality of student performance is evaluated using two tools: a) the Final Seminar Defense Rubric and b) the MEd Completer Self-Evaluation.

Evaluation Rubrics/Tools

Please see the Rubric and Self Evaluation Tool on the following pages.

Performance Expectations

All program completers should:

1. Receive overall ratings of 5.00 or higher on all program SLOs according to the rubric (i.e., 5.00 is the benchmark; the scale is 1-8); **and**
2. Greater than 80% of graduates report ratings of Proficient (3.0) or higher on all self-evaluation items and have overall average ratings of greater than 4.00 (scale is 1-5).

Final Seminar Defense Rubric for All Program Standards (SLOs)

(Starts on the following page)

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


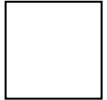
2. Demonstrate professional growth in the application of scientifically based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.

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 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:	

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 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:	

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>	
<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>	
<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.</p> <p>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 MED Goal Areas

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 the achievement of students in my classroom.
	I know how to ensure students learn 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 teaching literacy 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 Master's 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: