



**School of Education**  
**260-481-6441**

## **Program Guide & Unit Assessment System (UAS)**

**M.S.Ed.  
Programs  
In  
Elementary  
And  
Secondary  
Education**

same quality programs

with

a newly focused vision,

sequenced courses,

and an articulated performance-based assessment system

=

educators better prepared to meet the educational challenges of the 21<sup>st</sup> century

### **A SCHOLAR-PRACTITIONER MODEL**

Effective Spring 2005

[Summer 2008 Edition]

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**Indiana University -Purdue University Fort Wayne  
School of Education (SOE)**

**M.S. Programs in Elementary and Secondary Education**

Dear Candidates,

**We invite you into our democratic and diverse learning community!**

**In spring of 2005 the SOE took the first steps towards initiating its newly sequenced M.S.Ed. programs in Elementary and Secondary Education.** The programs have two required initial courses and a required final or capstone course. Those courses frame the other courses in the programs. Throughout your coursework, you will develop artifacts and reflections to demonstrate your growth in the University classroom and in your educational setting. The Indiana Department of Education's Office of Educator Licensing & Development (OELD) and our accrediting body, the National Council for the Accreditation of Teacher Education (NCATE), both require this "performance-based assessment." Your professors will assess your artifacts and reflections as part of your coursework as you proceed in the programs. You will then assemble all the artifacts and reflections in a portfolio at two checkpoints: once after 18 credit hours, once after 33 credit hours. At those points you will reflect on your growth to that point.

**Our goal in refreshing our M.S.Ed. programs is to help prepare you, our students, to understand and meet the challenges to teachers in the 21<sup>st</sup> century.** As our introductory course states in its title, we want to prepare you in "Learning, Teaching, and Leading." We want to help you find effective balances between the often conflicting challenges of meeting increased accountability mandates, responding to the needs of diverse learners, teaching subjects you have a passion for, taking on the growing roles that are demanded of teachers, adjusting to changed working conditions, finding supportive professional communities, and committing to all students, especially those who come to school least ready to learn.

**We invite you to become part of and build our "scholar-practitioner learning communities for engaging in a democratic and diverse society."** You will learn to use research and scholarship to inform your practice and create new scholarship through practice. We hope that this will enable you to be the best teacher you can be, and that your efforts will be reflected in the growth and good work of your students, and your own feelings of increased effectiveness and satisfaction. All aspects of our Elementary and Secondary Education graduate programs contribute to that goal. As you progress through the M.S.Ed. programs, we hope your experiences will be a journey of growth as you aspire to be a scholar-practitioner who thrives in and contributes to learning communities for engaging in a democratic and diverse society.

**In the M.S.Ed. Elementary and Secondary Education programs you will be required to keep a portfolio, both a hardcopy version, and, eventually, a digital version, i.e., an e-portfolio.** Your portfolio has two main purposes: 1) to allow you to document growth according to specified criteria as you progress through the program, and 2) to allow the University, the State (OELD) and our accrediting agency, NCATE, to see that you are meeting the goals of our programs. It has the potential, therefore, to be a growth experience for you, and an accountability instrument for the SOE. In almost every class you will have the opportunity to reflect on your understanding of the six areas of the Schools of Education's Conceptual Framework, as well as on the Five Core Propositions of the National Board for Professional Teaching Standards (NBPTS). (See below.)

**The programs and their assessment systems are based on four guiding elements:**

**1) Vision Statement**

We seek to build with you, our students, our stakeholders, and ourselves...

*Scholar-Practitioner learning communities  
for engaging in a democratic and diverse society.*

**2) IPFW School of Education Mission Statement**

(adopted January 10, 1996)

To prepare professionals in teaching, counseling, and leadership who demonstrate the capacity and willingness to continuously improve schools and related entities so that they become more effective with their clients by:

Becoming more caring, humane, and functional citizens in a global, multicultural, democratic society;

Improving the human condition by creating positive learning environments;

Becoming change agents by demonstrating reflective professional practice;

Solving client problems through clear, creative analyses;

Assessing client performance, creating and executing effective teaching, counseling and educational leadership, by utilizing a variety of methodologies reflecting current related research;

Utilizing interdisciplinary scholarship, demonstrating technological and critical literacy, and effectively communicating with all stakeholders.

### **3) IPFW School of Education Conceptual Framework: A Learning and Leadership Model**

We in the school of education are committed to the following conceptual framework for our program:

(1) Democracy and Community

Effective educators, such as teachers, counselors, and administrators need to be a part of a dynamic educational community as a model for the climate of community they hope to create. To do this, these educators need an understanding of the moral, cultural, social, political, and economic foundations of our society. **Consequently, the SOE should foster a democratic, just, inclusive learning community among its students, faculty, and staff, and with all other stakeholders in the educational enterprise.**

(2) Habits of Mind

Effective educators realize that knowledge alone is not sufficient. They practice critical reflection in all endeavors. Within the context of a compassionate, caring community, educators foster habits of mind necessary to engage learners, such as investigating, inquiring, challenging, critiquing, questioning, and evaluating. **Consequently, the SOE must integrate critical habits of mind in all aspects of the teaching/learning process.**

(3) Pedagogy

Effective educators need to understand multiple approaches to pedagogy as well as the multiple roles of the teacher, such as facilitator, guide, role model, scholar, and motivator. Educators appreciate and are receptive to the diverse perspectives, modes of understanding, and social circumstances that they and their students bring to the educational setting. **Consequently, the SOE needs to prepare educators to understand and use pedagogy creatively and thereby ensure active learning, conceptual understanding, and meaningful growth.**

(4) Knowledge

Effective educators need to be well-grounded in the content which they expect to teach. Educators need to understand how knowledge is constructed, how the processes of inquiry are applied, how domains of knowledge are established, how disciplines can be integrated and most effectively communicated to their students. Educators also need understanding of themselves, of communities in which they intend to teach and of students. **Consequently, the SOE should immerse educators in nurturing learning communities that deepen knowledge, and encourage on-going intellectual, emotional, and personal growth.**

(5) Experience

Effective educators learn their craft through experiences in actual educational settings. Through on-site campus activities and field-based experiences, students will observe and emulate exemplary teaching and learning. These educators will practice, collaborate, and interact with practitioners and their students. **Consequently, the SOE must integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools into all aspects of the curriculum, and help educators to assess and reflect on those experiences.**

(6) Leadership

Effective educators are leaders. They have developed educational and social visions informed by historical and cultural perspectives. They strive to set the highest goals for themselves and inspire students to do likewise. Educators are enriched by the convergence of knowledge, theory, and practice as they optimistically face the educational challenges of the twenty-first century. **Consequently, the SOE must provide opportunities for educators to develop as leaders in their profession and in their communities.**

\* Educator is broadly defined as pre-service and in-service teachers, administrators, and counselors.

**4) National Board for Professional Teaching Standards (NBPTS):  
5 Core Propositions**

**Proposition #1: Teachers are committed to students and their learning.**

Teachers recognize individual differences in their students and adjust their practice accordingly;  
Teachers have an understanding of how students develop and learn;  
Teachers treat students equitably;  
Teachers' mission extends beyond developing the cognitive capacity of their students.

**Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.**

Teachers appreciate how knowledge in their subjects is created, organized and linked to other disciplines;  
Teachers command specialized knowledge of how to convey a subject to students;  
Teachers generate multiple paths to knowledge.

**Proposition #3: Teachers are responsible for managing and monitoring student learning.**

Teachers call on multiple methods to meet their goals;  
Teachers orchestrate learning in group settings;  
Teachers place a premium on student engagement;  
Teachers regularly assess student progress;  
Teachers are mindful of their principal objectives.

**Proposition #4: Teachers think systematically about their practice and learn from experience.**

Teachers are continually making difficult choices that test their judgment;  
Teachers seek advice of others and draw on educational research and scholarship to improve their practice.

**Proposition #5: Teachers are members of learning communities.**

Teachers contribute to school effectiveness by collaborating with other professionals;  
Teachers work collaboratively with parents;  
Teachers take advantage of community resources.

## Definitions of New Elements in the Programs

### Scholar-Practitioner Model

The scholar-practitioner model is grounded in the ideal of scholar-practitioner leadership with emphasis on preparing educational leaders who address the challenges of population growth issues, cultural diversity, policy analysis and design, problem solving, and the change process. Bentz and Shapiro (1998) defined “a scholarly practitioner is someone who mediates between professional practice and the universe of scholarly, scientific, and academic knowledge and discourse” (p. 66). The IPFW SOE’s focused vision, sequenced courses, and articulated performance-based assessment system demonstrate in practice a commitment to the scholar-practitioner model.

The vision of the IPFW School Education Master’s Programs is to build with graduate students, and their schools and corporations, **scholar-practitioner learning communities for engaging in a democratic and diverse society**. The two primary standards of scholar-practitioner educational leadership are the effective use of research to improve practice and the effective engagement in learning communities beyond local districts. These two standards synthesize the elements of the conceptual framework, SOE mission and Goals, and NBPTS standards.

1. The scholar-practitioner educator fosters a democratic, just, inclusive learning community among all stakeholders. The scholar-practitioner educator engages in ongoing reading and analysis of research to inform their teaching practice.
2. The scholar-practitioner educator engages in ongoing evaluation of the impact of their practice on students’ learning and to reflectively make further curriculum and instruction decisions.
3. Finally, the scholar-practitioner contributes to the knowledge base through research writing, grant-writing, and professional presentations to strengthen the field of education on multiple levels.
4. The scholar-practitioner educator weaves between research and practice, and theory and experience, constantly working within learning communities and to foster a democratic society.

Bentz, V. M., & Shapiro, J. J. (1998). *Mindful inquiry in social research*. Thousand Oaks, CA: SAGE Publications.

### Introductory Seminar

This course will introduce the candidate to the goals, standards, and expectations of the program, as it invites students to participate in the program’s learning community and plan their journey through the program. Reflecting on the program vision, “scholar-practitioner learning communities for engaging in a democratic and diverse society,” candidates will contribute

toward constructing the meaning of this vision in practice. Candidates will have the opportunity to grow scholarly leadership skills while practicing leadership in the co-construction of topical seminars within the class. Each candidate will lead a seminar to address an educational challenge facing teachers.

### **Field Experience: Service Learning for Diversity**

As part of the programs, candidates will complete 30 hours of field experience in a setting other than during regular school hours at their own place of work, if that is an educational setting. The hours will be divided into three 10-hour blocks. All candidates will be required to complete these three 10-hour field experiences, M501 Service Learning for Diversity, in tandem with three courses: F500, E590 or S590, and E525 or S503. Candidates will arrange these opportunities themselves from a list of possible sites or by locating an appropriate alternative site on their own. Satisfactory completion of this assignment will be a requirement for the course with which the field experience is paired.

### **Critical Analysis and Reading 1-Credit Seminars**

We have designed a variety of 1-credit courses that allow you the opportunity to read and critically reflect on current issues education. We realize that oftentimes students learn a great deal about a number of topics rather than gaining substantial knowledge and understanding of just one. Coupled with the democratic foundation of our program, we created these courses to afford students the opportunity to select topics applicable to the field of education that are of personal or professional interest. Some topics to be offered include, but are not limited to: No Child Left Behind, authentic assessment through documentation, designing curriculum around projects, and leadership for teachers.

### **Research Sequence and Capstone**

The programs, based on the scholar-practitioner model, are framed by courses that introduce you to research: understanding it, using it, and carrying it out yourself. One of the first two classes you will take is EDUC P503, Introduction to Research, which will introduce you to the many models of research. After that course, and sometime before you take the Capstone course, you will take EDUC E590, Research in Elementary Education, or EDUC S590, Research in Secondary Education. These courses will introduce you to “action research,” one of the many models of research. This is a model that will be particularly helpful to you as educational practitioners. It allows you to do research at your workplace setting on issues that have immediate value to you. The Capstone Course, the last course in your program, either EDUC E590, Problem Analysis in Elementary Education, or EDUC S591, Research Project in Secondary Education, will allow you to bring together all the skills and knowledge you have gained throughout your program of studies to produce a final research paper or project.

## Assessment System

**The OELD and NCATE require that we have a performance-based assessment system in our educational programs, which helps us assess our programs and your performance in them as you progress through a sequenced course of studies.** We have chosen to have the assessment be tied to your classes. Throughout your course of studies, you will be collecting artifacts and reflecting on them. Your instructor will assess these at the time you complete them, and the assessments will be stored in our data management system.

**At two points, one after you have completed 18 hours of credit in your program, and one after you have completed 33 hours of credit, there will be portfolio checkpoints.** You will assemble all the artifacts and reflections you have written and then respond in writing to several questions which allow you to self-assess your growth on various measures related to our vision and the scholar-practitioner model.

**The last course you take will be the capstone course,** during which you will complete a research paper or project, which you will present to the class and some invited faculty.

**All new students, as of Spring 2005, will be admitted to the newly revised programs.** The assessment system, however, was introduced in the Fall 2004. Since the assessments are tied to courses, all students in graduate courses in the Elementary or Secondary Education Programs will participate in the assessments. This is a new assessment system for all of us. As we get feedback from the data we collect, we will use it to both refine our programs and the assessment system itself.

**Our assessment system is an exciting project!** We look forward to having you work with us and give us feedback on it, as we work to integrate it into our newly revised and newly sequenced programs. **We hope it will help us develop a strong, democratic, and diverse learning community in which we can all grow and learn!**

## Faculty in Educational Studies

## M.S. in Education **Elementary**

**Introduction to M.S. Program:** 6 semester hours (First two courses)

EDUA F500 Seminar: Learning, Teaching, Leading  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC P503 Introduction to Research

**Two Portfolio Checkpoints:**

1. After 18 hours credit in M.S. program,\* and
2. After 33 hours credit in M.S. program\*

**Foundations Block:** 12 semester hours

EDUC E590 Research in Elementary Education (P: P503)  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC K505 Introduction to Special Education for Graduate Students

Choose one from Psychological Foundations:

EDUC P510 Psychology in Teaching  
EDUC P515 Child Development  
EDUC P570 Managing Classroom Behavior  
EDUC W551 Education and Psychology of the Gifted and Talented  
EDUC P501 Statistical method Applied to Education  
EDUC P507 Testing in the Classroom

Choose one from Social Foundations:

EDUC H504 History of American Education  
EDUC H520 Education and Social Issues  
EDUC H530 Philosophy of Education  
EDUC H540 Sociology of Education  
EDUC H551 Comparative Education I

**Elementary Core:** 15 semester hours

EDUC E535 Elementary School Curriculum  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
OR  
EDUC E525 Advanced Curriculum Study in Early Childhood Education  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)

Choose two from:

- EDUC E547 Adv. Study in the Teaching of Social Studies in the Elem Schools
- EDUC E548 Adv. Teaching of Science in the Elementary Schools
- EDUC F549 Adv. Study in Teaching of Language Arts in the Elem Schools
- EDUC J515 Methods of Small Group Instruction
- EDUC N543 Adv. Study in the Teaching of Mathematics in the Elem Schools
- EDUC W553 Methods and Materials for the Gifted and Talented
- EDUC X545 Adv. Study in the Teaching of Reading in the Elementary Schools

**Electives\*\*:** 6 semester hours (part of Elementary Core)

Choose from courses above, workshops, or content courses, or 1-credit Critical Analysis and Reading Core seminars on topics of interest (maximum one 1-credit course per semester).

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**Capstone to M.S. Program:** 3 semester hours (Last course)

- EDUC E595 Problem Analysis in Elementary Education (P: E590)  
(Research Paper or Project)  
Exit Checkpoint: Presentation of Research Paper or Project.

Total Semester Hours = 36

- 1) It is strongly recommended that students take EDUA F500 and EDUC P503 as the first courses in their program. The last course will be EDUC E595.
- 2) Students may, however, take up to six (6) hours credit before entering the program, at which point they would take EDUA F500 and EDUC P503.
- 3) \*Students will meet with a committee of faculty for each of the two portfolio checkpoints in the semester following completion of 18 hours credit and again in the semester following 33 hours credit.
- 4) \*\*Students may only apply six (6) hours of workshop credit toward completion of the M.S. degree. Also, at least 21 of the 36 total credits toward the M.S. degree must be completed at IPFW.

## M.S. in Education **Secondary**

**Introduction to M.S. Program:** 6 semester hours (First two courses)

- EDUA F500 Seminar: Learning, Teaching, Leading
- EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)
  
- EDUC P503 Introduction to Research

**Two Portfolio checkpoints:**

1. After 18 hours credit in M.S. program\*, and
2. After 33 hours credit in M.S. program\*

**Foundations Block:** 12 semester hours

- EDUC S590 Research in Secondary Education (P: P503)
- EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)
  
- EDUC K505 Introduction to Special Education for Graduate Students

Choose one from Psychological Foundations:

- EDUC P510 Psychology in Teaching
- EDUC P516 Adolescent Development
- EDUC P570 Managing Classroom Behavior
- EDUC W551 Education and Psychology of the Gifted and Talented
- EDUC P501 Statistical method Applied to Education
- EDUC P507 Testing in the Classroom

Choose one from Social Foundations:

- EDUC H504 History of American Education
- EDUC H520 Education and Social Issues
- EDUC H530 Philosophy of Education
- EDUC H540 Sociology of Education
- EDUC H551 Comparative Education I

**Secondary Core:** 15 semester hours

- EDUC S503 Secondary School Curriculum
- EDUC M501 Field Experience: Service Learning in Diversity (minimum 10 hrs)

Choose one graduate course in area of content for licensure:

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Choose one from:

- EDUC F516 Adv. Study in the Teaching of Secondary School Eng/Lang. Arts
- EDUC L520 Adv. Study in Foreign Language Teaching
- EDUC N517 Adv. Study in the Teaching of Secondary School Mathematics
- EDUC S518 Adv. Study in the Teaching of Secondary Science
- EDUC S519 Adv. Study in the Teaching of Secondary School Social Studies
- EDUC W553 Methods and Materials of Gifted and Talented Education
- EDUC X516 Adv. Study in the Teaching of Reading in the Jr.Hi/Sec Schools
- HPER P545 The Physical Education Curriculum
- MUS E517 Projects and Problems in Music Education
- MUS E524 Experimental Teaching in Elementary School Music
- MUS E525 Supervision of Music in the Public Schools

**Electives\*\*:** 6 semester hours (part of Secondary Core)

Choose from courses above, workshops, or content courses, or 1-credit Critical Analysis and Reading Core seminars on topics of interest (maximum one 1-credit course per semester).

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**Capstone to M.S. Program:** 3 semester hours (Last course)

- EDUC S591 Research Project in Secondary Education (P: S590)  
(Research Paper or Project)  
Exit Checkpoint: Presentation of Research Paper or Project.

Total Semester Hours = 36

- 1) It is strongly recommended that students take EDUA F500 and EDUC P503 as the first courses in their program. The last course will be EDUC S591.
- 2) Students may, however, take up to six (6) hours credit before entering the program, at which point they would take EDUA F500 and EDUC P503.
- 3) \*Students will meet with a committee of faculty for each of the two portfolio checkpoints in the semester following completion of 18 hours credit and again in the semester following 33 hours credit.
- 4) \*\*Students may only apply six (6) hours of workshop credit toward completion of the M.S. degree. Also, at least 21 of the 36 total credits toward the M.S. degree must be completed at IPFW.

## M.S. in Education **Elementary: Reading Minor**

**Introduction to M.S. Program:** 6 semester hours (First two courses)

EDUA F500 Seminar: Learning, Teaching, Leading  
EDUC M501: Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC P503 Introduction to Research

**Two Portfolio checkpoints:**

1. After 18 hours credit in M.S. program\*, and
2. After 33 hours credit in M.S. program\*

**Foundations Block:** 12 semester hours

EDUC E590 Research in Elementary Education (P: P503)  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC K505 Introduction to Special Education for Graduate Students

Choose one from Psychological Foundations:

EDUC P510 Psychology in Teaching  
EDUC P515 Child Development  
EDUC P570 Managing Classroom Behavior  
EDUC W551 Education and Psychology of the gifted and Talented  
EDUC P501 Statistical method Applied to Education  
EDUC P507 Testing in the Classroom

Choose one from Social Foundations:

EDUC H504 History of American Education  
EDUC H520 Education and Social Issues  
EDUC H530 Philosophy of Education  
EDUC H540 Sociology of Education  
EDUC H551 Comparative Education I

**Reading Minor Core:** 15 semester hours

EDUC E525 Advanced Curriculum Study in Early Childhood Education  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
OR  
EDUC E535 Elementary School Curriculum  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
EDUC X504 Diagnosis of Reading Difficulties in the Classroom

EDUC X525 Practicum in Reading  
EDUC X530 Topical Workshop in Reading  
EDUC X545 Adv. Study in the Teaching of Reading in the Elem Schools

**Capstone to M.S. Program:** 3 semester hours (Last course)

EDUC E595 Problem Analysis in Elementary Education (P: E590)  
(Research Paper or Project)  
Exit Checkpoint: Presentation of Research Paper or Project.

Total Semester Hours = 36

- 1) It is strongly recommended that students take EDUA F500 and EDUC P503 as the first courses in their program. The last course will be EDUC E595.
- 2) Students may, however, take up to six (6) hours credit before entering the program, at which point they would take EDUA F500 and EDUC P503.
- 3) \*Students will meet with a committee of faculty for each of the two portfolio checkpoints in the semester following completion of 18 hours credit and again in the semester following 33 hours credit.
- 4) \*\*Students may only apply six (6) hours of workshop credit toward completion of the M.S. degree. Also, at least 21 of the 36 total credits toward the M.S. degree must be completed at IPFW.

## M.S. in Education **Secondary: Reading Minor**

**Introduction to M.S. Program:** 6 semester hours (First two courses)

EDUA F500 Seminar: Learning, Teaching, Leading  
EDUC M501: Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC P503 Introduction to Research

**Two Portfolio checkpoints:**

1. After 18 hours credit in M.S. program\*, and
2. After 33 hours credit in M.S. program\*

**Foundations Block:** 12 semester hours

EDUC S590 Research in Secondary Education (P: P503)  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC K505 Introduction to Special Education for Graduate Students

Choose one from Psychological Foundations:

EDUC P510 Psychology in Teaching  
EDUC P515 Child Development  
EDUC P570 Managing Classroom Behavior  
EDUC W551 Education and Psychology of the gifted and Talented  
EDUC P501 Statistical method Applied to Education  
EDUC P507 Testing in the Classroom

Choose one from Social Foundations:

EDUC H504 History of American Education  
EDUC H520 Education and Social Issues  
EDUC H530 Philosophy of Education  
EDUC H540 Sociology of Education  
EDUC H551 Comparative Education I

**Reading Minor Core:** 15 semester hours

EDUC S503 Secondary School Curriculum  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC X504 Diagnosis of Reading Difficulties in the Classroom  
EDUC X525 Practicum in Reading

EDUC X530 Topical Workshop in Reading  
EDUC X516 Adv. Study in the Teaching of Reading in the Jr. Hi/Sec. Schools

**Capstone to M.S. Program:** 3 semester hours (Last course)

EDUC S590 Research Project in Secondary Education (P: E590)  
(Research Paper or Project)  
Exit Checkpoint: Presentation of Research Paper or Project.

Total Semester Hours = 36

- 1) It is strongly recommended that students take EDUA F500 and EDUC P503 as the first courses in their program. The last course will be EDUC S591.
- 2) Students may, however, take up to six (6) hours credit before entering the program, at which point they would take EDUA F500 and EDUC P503.
- 3) \*Students will meet with a committee of faculty for each of the two portfolio checkpoints in the semester following completion of 18 hours credit and again in the semester following 33 hours credit.
- 4) \*\*Students may only apply six (6) hours of workshop credit toward completion of the M.S. degree. Also, at least 21 of the 36 total credits toward the M.S. degree must be completed at IPFW.

## **M.S. in Education Elementary or Secondary: Gifted & Talented K-12 Endorsement**

**Introduction to M.S. Program:** 6 semester hours (First two courses)

EDUA F500 Seminar: Learning, Teaching, Leading  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC P503 Introduction to Research

**Two Portfolio checkpoints:**

1. After 18 hours credit in M.S. program\*, and
2. After 33 hours credit in M.S. program\*

**Foundations Block:** 12 semester hours

EDUC E590 Research in Elementary Education (P: P503)  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
OR  
EDUC S590 Research in Secondary Education (P: P503)  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC K505 Introduction to Special Education for Graduate Students  
EDUC W551 Education and Psychology of the Gifted and Talented

Other options for Psychological Foundations electives: (not required)

EDUC P510 Psychology in Teaching  
EDUC P515 Child Development  
EDUC P516 Adolescent Development  
EDUC P570 Managing Classroom Behavior  
EDUC P501 Statistical method Applied to Education  
EDUC P507 Testing in the Classroom

Choose one from Social Foundations:

EDUC H504 History of American Education  
EDUC H520 Education and Social Issues  
EDUC H530 Philosophy of Education  
EDUC H540 Sociology of Education  
EDUC H551 Comparative Education I

**Gifted and Talented Endorsement Core:** 15 semester hours

Choose one:

EDUC E525 Advanced Curriculum Study in Early Childhood Education  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
OR  
EDUC E535 Elementary School Curriculum  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
OR  
EDUC S503 Secondary School Curriculum  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)

Required:

EDUC W553 Methods and Materials for the Gifted and Talented  
EDUC W554 Creative Problem Solving and Metacognition  
EDUC W595 Practicum: Gifted and Talented

**Electives\*\*:** 3 semester hours (part of Gifted and Talented Endorsement Core)  
Choose from courses above, workshops, or content courses, or 1-credit Critical Analysis and Reading Core seminars on topics of interest (maximum one 1-credit course per semester).

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**Capstone to M.S. Program:** 3 semester hours (Last course)

EDUC E595 Problem Analysis (P: E590)  
(Research Paper or Project)  
Exit Checkpoint: Presentation of Research Paper or Project.  
OR  
EDUC S591 Research Project in Secondary Education (P: S590)  
(Research Paper or Project)  
Exit Checkpoint: Presentation of Research Paper or Project

Total Semester Hours = 36

1) It is strongly recommended that students take EDUAF500 and EDUC P503 as the first courses in their program. The last course will be EDUC E595 or S591.

2) Students may, however, take up to six (6) hours credit before entering the program, at which point they would take EDUA F500 and EDUC P503.

3) \*Students will meet with a committee of faculty for each of the two portfolio checkpoints in the semester following completion of 18 hours credit and again in the semester following 33 hours credit.

4) \*\*Students may only apply six (6) hours of workshop credit toward completion of the M.S. degree. Also, at least 21 of the 36 total credits toward the M.S. degree must be completed at IPFW.

## **M.S. in Education Elementary: Emphasis Early Childhood**

(“Emphasis Early Childhood” will not appear on your transcript or diploma.)

**Introduction to Masters Program:** 6 semester hours (First two courses)

EDUA F500 Seminar: Learning, Teaching, Leading  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)  
  
EDUC P503 Introduction to Research

**Two Portfolio checkpoints:**

1. After 18 hours credit in M.S. program\*, and
2. After 33 hours credit in M.S. program\*

**Foundations Block:** 12 semester hours

EDUC E590 Research in Elementary Education (P: P503)  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10hrs)

EDUC K505 Introduction to Special Education for Graduate Students

Choose one from Psychological Foundations:

EDUC P510 Psychology in Teaching  
EDUC P515 Child Development

Choose one from Social Foundations:

EDUC H504 History of American Education  
EDUC H520 Education and Social Issues  
EDUC H530 Philosophy of Education  
EDUC H540 Sociology of Education  
EDUC H551 Comparative Education I

**Emphasis in Early Childhood Core:** 15 semester hours

EDUC E525 Advanced Curriculum Study in Early Childhood Education  
EDUC M501 Field Experience: Service Learning for Diversity (minimum 10 hrs)

EDUC E507 Evaluation of Classroom Behaviors  
EDUC E508 Seminar in Early Childhood Education

Choose one from:

EDUC F500 Early Literacy Development  
EDUC L530 Topical Workshop in Language Education  
EDUC L524 Language Education Issues in Bilingual and Multicultural  
Education

**Electives\*\*:** 3 semester hours (part of Emphasis in Early Childhood Core)

Choose from courses above, workshops, or content courses, or 1-credit Critical Analysis and Reading Core seminars on topics of interest (maximum 1 course per semester).

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**Capstone to M.S. Program:** 3 semester hours (Last course)

EDUC E595 Problem Analysis (P: E590)  
(Research Paper of Project)  
Exit Checkpoint: Presentation of Research Paper or Project.

Total Semester Hours = 36

- 1) It is strongly recommended that students take EDUA F500 and EDUC P503 as the first courses in their program. The last course will be EDUC E595.
- 2) Students may, however, take up to six (6) hours credit before entering the program, at which point they would take EDUA F500 and EDUC P503.
- 3) \*Students will meet with a committee of faculty for each of the two portfolio checkpoints in the semester following completion of 18 hours credit and again in the semester following 33 hours credit.
- 4) \*\*Students may only apply six (6) hours of workshop credit toward completion of the M.S. degree. Also, at least 21 of the 36 total credits toward the M.S. degree must be completed at IPFW.

**Indiana University – Purdue University Fort Wayne**  
**School of Education**  
**M.S. in Education, Elementary or Secondary**

**Assessment System**

(Rubrics and related forms for the Assessment System are available  
in the Associate Dean's Office.)

<p><b>Vision: Scholar-Practitioner Learning Communities for Engaging in a Democratic and Diverse Society</b></p>
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**Entrance Requirements:**

- 1) Transcript of BA or BS degree, with a minimum of a 2.5 GPA.
- 2) 3 letters of recommendation.
- 3) Resume.
- 4) Position Statement, organized around the six items in the CF, on candidate's reasons for pursuing an MS. (at least 1 single-spaced typed page)
- 5) Autobiographical Statement about candidate's education. (at least 1 single-spaced typed page)

The candidate will submit the above as an application for entrance into the program. Application materials are reviewed by a faculty member in the School of Education. Upon acceptance to the program, candidates will meet with an assigned faculty advisor for an orientation to the program. The Position Statement and Autobiographical Statement will not be assessed, but used as a starting point for discussion in the orientation session about the programs' Vision Statement.

**Ongoing GPA Requirement:**

Candidate must maintain a 3.0 GPA to continue in the program, as well as to graduate from the program. This will be checked at the two portfolio checkpoints.

**Technology:**

Technology will be infused throughout the program and integrated in some form into each course. Technology integration will include, but not be limited to, the use of email contact between instructor, candidate, and classmates, submission of assignments as email attachments, library resource modules in designated classes, curriculum lab assignments, PowerPoint usage, video taping, digital camera usage, and mastery of the e-portfolio (when this is instituted in the program). Technology is evolving constantly and we expect the integration of technology to evolve also. Technology use will be assessed at the two portfolio checkpoints.

**Professional Dispositions:**

Professional dispositions will be based on the six areas articulated in the Conceptual Framework--Democracy & Community, Habits of Mind, Pedagogy, Knowledge, Experience, and Leadership--as well as the 5-Core Propositions of the NBPTS. Candidates will assess growth in these areas 1) upon entrance to the program, 2) formatively, at the first portfolio checkpoint, and 3) summatively, at the second portfolio checkpoint. Dispositions will be stressed in all courses. Growth will be assessed in terms of what the candidates value as a disposition, and what they do to demonstrate that disposition.

Dispositions toward Diversity will be assessed in the reflections completed with each Service Learning for Diversity module. (See below.)

### **Diversity:**

All candidates will be required to complete three 10-hour field experiences, M501 Service Learning for Diversity, in tandem with three courses: F500, E590 or S590, and E525 or S503. Candidates will arrange these opportunities themselves from a list of possible sites or by locating an appropriate alternative site on their own. Candidates will use performance-based assessment to assess growth through this field experience. Candidates will include the following:

- 1) Artifact(s) from the experience.
- 2) Description of artifact(s) and its/their relationship to service learning experience.
- 3) Reflections on candidate dispositions toward diversity by self-assessment of the service learning experience based on CF: Democracy & Community, and Experience.

Satisfactory completion of this field experience, which is tied to a course, will be required for completion of the degree.

### **Introductory Seminar F500:**

This course will introduce the candidate to the goals, standards, and expectations of the program, as it invites students to participate in the program's learning community and plan their journey through the program. Measures of performance-based assessment include:

- 1) Self-assessment of professional dispositions toward teaching, learning, leading.
- 2) Candidate-led seminar during this course:
  - a. Plans for seminar
  - b. Feedback from classmates on seminar
  - c. Self-critical reflections on learning, teaching, and leading of candidate-led seminar.
- 3) Candidate's reflections on understanding of Vision Statement, "scholar-practitioner learning communities for engaging in a democratic and diverse society," and how the MS program will help him/her grow toward this vision.
- 4) Instructor response to the above two items.

### **All courses except F500 and Capstone:**

- 1) Artifact from the course, with a description of the artifact and reflection (2 single-spaced typed pages) on how the artifact shows the candidate's growth on the six areas of the Conceptual Framework.
- 2) Artifact from an educational setting, such as lesson plan and P-12 student work, videotaping of teaching, or other evidence to show progressive effectiveness as an educator, with a description of the artifact, along with a self-assessment (at least 1 single-spaced typed page) of how this demonstrates progress toward the 5 Core Propositions of the NBPTS. The effectiveness may not directly relate to the course taken in the SOE at the same time, but should reflect general raised consciousness and critical reflection, fostered by the program, about the processes that impact the planning, execution, and outcomes of educational practice.
- 3) Instructor assessment of the above two items.

**First Checkpoint:** after 18 credit hours are completed

Present the following, turned in two weeks before the meeting, to a Committee of Faculty in a half-hour meeting after 18 credit hours are completed:

Assemble Portfolio:

- 1) Updated resume.
- 2) Transcript. GPA (3.) checkpoint
- 3) Artifacts, reflections, and assessment from introductory course, F500.
- 4) Artifacts and reflections from all other courses, presented in two parts:
  - a. Artifacts/and reflections from courses, reflected upon according to CF;
  - b. Artifacts/and reflections from educational practice, reflected upon according to NBPTS-5.
- 5) Artifacts and reflections from all Service Learning for Diversity modules completed.
- 6) Technology self-assessment log.

Reflections on Portfolio:

- 7) Reflections and analysis of all work in 3, 4, and 5, presented above, in growth toward the program's Vision Statement. This includes at least one single-spaced, typed page each on:
  - a. My growth toward becoming a Scholar-Practitioner
  - b. My engagement in Learning Communities
  - c. My understanding of how I, as a Scholar-Practitioner, can contribute, to a Democratic and Diverse Society.
- 8) Self-assessment of growth in professional dispositions since entrance to program.
- 9) Self-assessment of integration of multiple forms of technology into professional development and scholarly practice.

**Second Checkpoint:** after 33 credit hours are completed

Present the following, turned in two weeks before the meeting, to a Committee of Faculty in a half-hour meeting after 33 credit hours are completed.

Assemble Portfolio:

- 1) Updated resume.
- 2) Transcript. GPA (3.) checkpoint.
- 3) Artifacts, reflections, and assessment from introductory course, F500.
- 4) Artifacts and reflections from all other courses, presented in two parts:
  - a. Artifacts and reflections from courses, reflected upon according to CF;
  - a. Artifacts and reflections from educational practice, reflected upon according to NBPTS-5.
- 5) Artifacts and reflections from all Service Learning for Diversity modules.
- 6) Technology self-assessment log.

Reflections on Portfolio:

- 7) Reflections and analysis on all work in 3, 4, and 5, presented above, in growth toward the program's Vision Statement. This includes at least one single-spaced, typed page each on:
  - a. My growth as a Scholar-Practitioner
  - b. My engagement in Learning Communities
  - c. My understanding of how I, as a Scholar-Practitioner, am contributing to a Democratic and Diverse Society.

- 8) Self-assessment of growth in professional dispositions since first checkpoint.
- 9) Self-assessment of integration of technology into professional development and scholarly practice since first checkpoint.

**Capstone Course:**

- 1) Research paper or project.
- 2) Reflections on how the Capstone Paper or Project brought together the goals of the scholar-practitioner program.
- 3) Present Capstone Paper or Project to a Committee of Faculty and Peers in the course of the semester. Students receive letter about their presentation, with copies to instructor and Dean.

## Appendix

1. Format for course-related artifact
2. Rubric for reflections based on Conceptual Framework
3. Exemplar of reflections based on Conceptual Framework
4. Format for artifact from educational setting
5. Rubric for reflections based on NBPTS-5 Core
6. Reflections on Scholar-Practitioner Standards (E595)
7. Rubric for reflections based on Scholar-Practitioner Standards
8. Introductory Letter for Field Experience: Service Learning for Diversity
9. Guidelines for Field Experience: Service Learning for Diversity
10. Format for Service Learning for Diversity artifact and reflection
11. Rubric for Service Learning for Diversity artifact and reflection
12. Information about Service Learning
13. Possible Sites for Service Learning for Diversity Field Experience
14. Dispositions Questionnaire
15. Technology self-assessment log
16. Technology reflection
17. Technology reflection rubric

**Master of Science Course in Elementary or Secondary Education**

**Format for Writing a Reflection  
on a Course-related Artifact**

**Include:**

**Your Name:** \_\_\_\_\_ **Program:** \_\_\_\_\_  
**Course Number:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_  
**Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Name of Artifact:** \_\_\_\_\_

- 1) **Description of Artifact**
- 2) **Reflections on how this demonstrates your learning and understanding in the six areas of the Conceptual Framework:**
  - #1 **Democracy & Community**
  - #2 **Habits of Mind**
  - #3 **Knowledge**
  - #4 **Pedagogy**
  - #5 **Experience**
  - #6 **Leadership.**
- 3) **Your paper, description plus reflection, should be at least 2 single-spaced, typewritten pages.**

### Rubric for reflections based on the Conceptual Framework (CF)

Date: \_\_\_\_\_ Name of Artifact: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_ Program: \_\_\_\_\_  
 Course Title: \_\_\_\_\_ Course Number: \_\_\_\_\_  
 Instructor: \_\_\_\_\_

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	The <u>artifact</u> is very appropriate for this category of the CF.	The <u>artifact</u> is appropriate for this category of the CF.	The <u>artifact</u> is somewhat appropriate for this category of the CF.	The <u>artifact</u> is marginally appropriate for this category of the CF.
	The <u>reflection</u> shows extensive learning and understanding in this category of the CF and identifies connections to practice.	The <u>reflection</u> shows meaningful learning and understanding in this category of the CF.	The <u>reflection</u> shows basic learning and understanding in this category of the CF.	The <u>reflection</u> shows little learning and understanding in this category of the CF.

CONCEPTUAL  
FRAMEWORK AREAS

**Points**

1) Democracy & Community: Foster a democratic, just, inclusive learning community with all stakeholders.					
2) Habits of Mind: Integrate critical habits of mind in all aspects of the teaching/learning process.					
3) Pedagogy: Understand and use pedagogy creatively to ensure active learning, understanding, and growth.					
4) Knowledge: Understand how knowledge is constructed, how the processes of inquiry are applied, and how domains of knowledge are established.					
5) Experience: Integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools and help educators assess those experiences.					
6) Leadership: Develop educational and social visions informed by historical and cultural perspectives; develop as leaders in their profession and in their communities.					

Total:	
Average per Category:	

## Exemplar of reflections based on Conceptual Framework

Course number: EDUC P570

Course Title: Managing Classroom Behavior

Date: June 24, 2004

**Name of Artifact:** Critique of The Quality School: Managing Students Without Coercion by William Glasser, M.D. Written as a requirement of EDUC P570 Managing Classroom Behavior class during Summer Session I, 2004.

- a) **Description of Artifact:** My written critique of William Glasser's book and of his theories in general turned out to be more of an endorsement than a critique. My own personal philosophy of classroom management so closely resembles his theories that I can find little with which to disagree. My classmates and I were required to read Glasser's book and come to class with notes, prepared to dialog with one another about his theories. Some classmates thought Glasser's theories were a bit radical and that he called for greater changes in schools than were necessary. However, at the end of the dialog, I believe his philosophy targets needed changes exactly.

### 1) Reflections on how this demonstrates my growth in the six areas of the Conceptual Framework:

#### 1. Democracy & Community

Glasser's theories are strongly patterned by those of W. Edwards Deming's theories, which are now followed extensively in industry to raise quality and productivity of factory workers. Glasser contends that as many as 90% of students feel disconnected from their schoolwork, teachers, classmates, and school administrators by the middle of the seventh grade. This matches with the figures I have seen from other researchers. Students so alienated from these groups rarely go on to become valuable, contributing members of a democratic society. Many of them drop out (or are suspended) from school and end up in low-paying, menial jobs if they are employable at all. They cannot obtain a fair and equitable piece of the democratic American pie. Glasser rightly says that classroom misbehavior by these disconnected students is merely a symptom of the disconnectedness. It therefore makes no sense to him to control classroom behavior with punishment, since that only makes the sense of alienation even stronger. Rather, he advocates empowering students to do quality work with which they will feel good (empowered). The good feeling of successful accomplishment of quality work is self-fulfilling. The students will begin to feel connected to (and a part of) their classroom, school, community, and society in general.

#### 2. Habits of Mind

Glasser's theory aims directly at teaching students to become members of a compassionate, caring community, rather than to be isolated from it. He speaks out loudly by saying that the current methodology of rules/punishment is not working. Not only does this method not curb classroom misbehavior, it does nothing to fix the disconnectedness felt by the students that underlies the classroom misbehavior. He advocates teaching children how to manage their own behavior, directed at doing quality work, which they are trained to evaluate themselves. This critiquing, and challenging of the status quo is integral to becoming thinking citizens.

### **3. Pedagogy**

Glasser also wrote The Quality Teacher and Choice Theory in the Classroom. In all three of his books, he adamantly calls for change in the school systems classroom management system. He points out that the classroom teacher cannot continue to be merely the presenter of a given curriculum and the meter of punishment to students who break the rules. He taught me that social and economic circumstances have evolved to the point of requiring that students be taught differently. Teachers must act as facilitators, guides, role models, scholars and motivators of the children. By connecting with each child individually and causing him/her to put the teacher in his/her quality world, we can meet their diverse needs and prepare them for their roles as thinking citizens.

### **4. Knowledge**

Glasser shows that enticing students to invite us into their quality worlds and to do quality work requires a great deal more knowledge than that of the curriculum being taught alone. Teachers must know quality, psychology, the background of their students, the needs of their students and the guidance required to help their students learn to manage quality and behavior for themselves. Obviously, knowledge of math alone is not enough for me. The diversity of knowledge required of me is in direct proportion to the diversity of my students.

### **5. Experience**

After reading and reflecting upon Glasser's book, my classmates and I engaged in extensive dialog in which we shared classroom experiences with each other. We attempted to visualize how Glasser's theories would fit in our classroom and school environments. The general consensus was that administrators would have to strongly buy into the theories of Glasser in order to properly support the teachers in the change process. We agreed that a school system could probably change from being a rule/punishment system to that of a true "quality school" in which little punishment would ever be needed in about three years. The experiences that we shared showed that referrals, in-school suspensions, and suspensions were still in extensive use today and that Glasser's plan has merits.

### **6. Leadership**

Glasser's book provided educational and social visions that are vastly different from those in schools today. Inspiring students to strive for quality that they themselves evaluate brings together the highest level of attained knowledge with the independent thinking of democratic citizens. If Glasser's theories are implemented, I am convinced that the socio-economic freedoms that we enjoy in America can be reclaimed and preserved for future generations.

(Thanks to student Harry R. Arbaugh for this reflection!)

**Indiana University – Purdue University Fort Wayne  
School of Education**

**Master of Science Course in Elementary or Secondary Education**

**Format for Writing a Reflection  
on an Artifact from an Educational Setting\***

**Include:**

**Your Name:** \_\_\_\_\_ **Program:** \_\_\_\_\_  
**Course Number:** \_\_\_\_\_ **Course Title:** \_\_\_\_\_  
**Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Name of Artifact:** \_\_\_\_\_

- 1) **Description of Artifact**
- 2) **Reflections on how the artifact demonstrates your learning and understanding in the 5 Core Propositions of the NBPTS Standards:**
  - #1 Teachers are committed to students and their learning.
  - #2 Teachers know the subjects they teach and how to teach those subjects to students.
  - #3 Teachers are responsible for managing and monitoring student learning.
  - #4 Teachers think systematically about their practice and learn from experience.
  - #5 Teachers are members of learning communities.
- 3) **Your paper, description plus reflection, should be at least 1 single-spaced, typewritten page.**

\*An artifact from an educational setting could include, for example, lesson plans and P-12 student work, videotaping of teaching, or other evidence to show progressive effectiveness as an educator. The effectiveness may not directly relate to the course taken in the SOE at the same time, but should reflect general raised consciousness and critical reflection, fostered by the program, about the processes that impact the planning, execution, and outcomes of educational practice.

### Rubric for reflections based on the NBPTS 5 Core Propositions

Date: \_\_\_\_\_ Name of Artifact: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_ Program: \_\_\_\_\_  
 Course Title: \_\_\_\_\_ Course Number: \_\_\_\_\_  
 Instructor: \_\_\_\_\_

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
Artifact	The <u>artifact</u> is very appropriate for this category of the NBPTS.  The <u>reflection</u> shows extensive learning and understanding in this category of the NBPTS and identifies connections to practice.	The <u>artifact</u> is appropriate for this category of the NBPTS.  The <u>reflection</u> shows meaningful learning and understanding in this category of the NBPTS.	The <u>artifact</u> is somewhat appropriate for this category of the NBPTS.  The <u>reflection</u> shows basic learning and understanding in this category of the NBPTS.	The <u>artifact</u> is marginally appropriate for this category of the NBPTS.  The <u>reflection</u> shows little learning and understanding in this category of the NBPTS.

**NBPTS Core Propositions**

**Points**

Proposition #1: Teachers are committed to students and their learning.					
Proposition #2: Teachers know the subjects they teach and how to teach those subjects to students.					
Proposition #3: Teachers are responsible for managing and monitoring student learning.					
Proposition #4: Teachers think systematically about their practice and learn from experience.					
Proposition #5: Teachers are members of learning communities.					
Total:					
Average per Category:					

**Reflections on Scholar-Practitioner (SP) Standards  
for the Capstone Course (EDUC E595) and Checkpoints**

**Please reflect on your growth in this course toward the program's Vision Statement:**

**Scholar-Practitioner learning communities  
for engaging in a democratic and diverse society**

A scholar-practitioner:

- engages in ongoing reading and analysis of research to inform teaching practice;
- engages in ongoing evaluation of the impact of their practice on students' learning and to make further curriculum and instruction decisions;
- contributes to the knowledge base through research writing, grant-writing, and professional presentations to strengthen the field of education on multiple levels;
- weaves between research and practice, and theory and experience, constantly working within learning communities to foster a democratic society.

Comment on the following, given your experiences doing the research paper and presentation in this course:

- a) **My growth toward becoming a Scholar-Practitioner**
  
- b) **My engagement in Learning Communities**
  
- c) **My understanding of how I, as a Scholar-Practitioner, can contribute to a democratic and diverse society**

Type single-spaced at least 1 page for your reflection, or handwrite at least one page.

## Rubric for Reflections on Scholar-Practitioner

Date: \_\_\_\_\_

Student's Name: \_\_\_\_\_ Checkpoint #1 \_\_\_ Capstone \_\_\_

Evaluator's Name: \_\_\_\_\_ Checkpoint #2 \_\_\_

**Instructions:** Check the box next to the category that corresponds with your assessment of the student's work

CATEGORY	Excellent 4	Good 3	Fair 2	Needs Improvement 1	Points
a) My growth toward becoming a Scholar-Practitioner	Used research effectively to improve practice	Used research to reflect on practice	Read research and completed academic assignments	Little evidence of consistent reading and completion of assignments	
b) My engagement in Learning Communities	Effective engagement in learning communities beyond local districts	Effective engagement in learning communities within and between local districts	Effective engagement in learning communities within own campus	Shows little if any participation in activities in local learning communities	
c) My understanding of how I, as a Scholar-Practitioner, can contribute to a democratic and diverse society	Evidence of clear conceptualization of how I, as an SP, am contextualized into dominant educational issues and trends	Evidence of understanding of educational issues and trends	Evidence of reading literature of educational issues and trends	Shows little if any understanding of educational issues and trends	
<b>Total:</b>					
<b>Average per category:</b>					

Comments (optional):

Indiana University – Purdue University Fort Wayne  
School of Education

**Field Experience: Service Learning for Diversity**

Site of Field Experience: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Supervisor of Field Experience: \_\_\_\_\_

Student: \_\_\_\_\_ Semester: \_\_\_\_\_

Course Instructor: \_\_\_\_\_

Hours completed: \_\_\_\_\_ Course this Field Experience is paired with: \_\_\_\_\_

To the Site Supervisor:

As part of the School of Education’s M.S. programs in Elementary and Secondary Education , M.S.Ed. candidates will complete at least 30 hours of field experience in a setting other than their own place of work during regular school hours. The purpose of the field experience is for candidates to have an opportunity to observe, interact with, and learn about populations of diverse learners, in order to enrich their understanding of and sensitivity to diversity issues. At the same time, we hope that our candidates can be of service to the educational or service agency where they are placed.

The 30 hours will be divided into three 10-hour blocks. The candidate is hoping to complete at least 10 hours at the site that you oversee. All candidates will be required to complete these three 10-hour field experiences, M501 Service Learning for Diversity, in tandem with three courses in their respective program. Candidates will arrange these opportunities themselves from a list of possible sites or by locating an appropriate alternative site on their own. Satisfactory completion of this assignment will be a requirement for the course with which the field experience is paired.

Thank you for letting this student in our Masters program participate in your setting. We sincerely hope he or she can be of service to you.

Your comments about the candidate’s participation (continue on back if necessary):

**Site Supervisor Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Please Circle:**                      **Satisfactory**                      *or*                      **Unsatisfactory**

## Guidelines for Field Experience: Service Learning for Diversity

A **Field Experience: Service Learning for Diversity** has recently been incorporated into several graduate courses in the M.S programs in Elementary Education, Secondary Education, and Educational Leadership. The intent is to provide an opportunity for a field experience in these programs, an opportunity to learn more meaningfully and directly about diversity issues, and an opportunity to be of service to the agencies and children with whom you will be working. In the course of your program you will be required to complete three field experiences, paired with three different courses, at a minimum of 10 hours each, for a total of 30 hours. You are, of course, welcome to do more if you wish! The experiences should take place in a setting other than your own place of work, if that is an educational setting, outside of regular school hours. Hopefully, you can:

- 1) **Learn** about Service Learning from your instructor, or see handouts.
- 2) **Get** a Criminal History Report (CHR).
  - a. See form for applying. If you do it by email it costs \$16.32 with a credit card.
  - b. If you already have a CHR for a School Corporation, check to see if you can get a copy of it. It will cover this experience; you do not have to get an additional one.
- 3) **Choose** a site (See the list).
- 4) **Contact** the Site Supervisor (See list for names) by phone or email to set up the experience or to ask for an appointment to set things up. Ask if you need to bring or have sent the CHR.
- 5) **If you make an arrangement with someone or some agency not on the list**, bring the contact person's name, address, phone, and email address, as well as a brochure explaining the purpose of the agency (if one exists) to your University instructor. The site must include a diverse population of young people.
- 6) **Take a copy** of the form for the Site Supervisor to complete at the end of the field experience to the Site Supervisor. It also explains this newly instituted Field Experience to the Supervisor.
- 7) **Enjoy and learn from the experience!**
- 8) **Bring** the Site Supervisor's assessment form, which logs the number of hours you completed, back to your instructor.
- 9) **Submit** an artifact from the experience and reflection to your instructor for assessment.

## Field Experience: Service Learning for Diversity

### Format for Writing a Reflection on an Artifact from the Field Experience

Name: \_\_\_\_\_ Program: \_\_\_\_\_

Semester: \_\_\_\_\_ Course No. and Title: \_\_\_\_\_

Location of Field Experience: \_\_\_\_\_

Hours completed: 10 or other: \_\_\_\_\_ hours

#### ATTACH:

1. Artifact(s) from field experience.
2. Reflection
  - a. Description of artifact(s) and its/their relationship to the service learning experience.
  - b. Reflection on how this shows my learning and understanding in Category 1 of the Conceptual Framework, **Democracy & Community**: *Foster a democratic, just, inclusive learning community with all stakeholders.*
  - c. Reflection on how this shows my learning and understanding in Category 5 of the Conceptual Framework, **Experience**: *Integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools and help educators assess those experiences.*

## Rubric for Assessing Service Learning for Diversity Reflections

Date: \_\_\_\_\_ Name of Artifact: \_\_\_\_\_  
 Student's Name: \_\_\_\_\_ Student Program: \_\_\_\_\_  
 Instructor: \_\_\_\_\_ Course Number: \_\_\_\_\_

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)
	The <u>artifact</u> is very appropriate for this category of the CF and relates very well to the Service Learning field experience.	The <u>artifact</u> is appropriate for this category of the CF and relates well to the Service Learning field experience.	The <u>artifact</u> is somewhat appropriate for this category of the CF. and relates somewhat to the Service Learning field experience.	The <u>artifact</u> is marginally appropriate for this category of the CF and relates only marginally to the Service Learning field experience.
	The <u>reflection</u> shows extensive learning and understanding in this category of the CF and identifies connections to practice.	The <u>reflection</u> shows meaningful learning and understanding in this category of the CF.	The <u>reflection</u> shows basic learning and understanding in this category of the CF.	The <u>reflection</u> shows little learning and understanding in this category of the CF.

**CONCEPTUAL FRAMEWORK**

**AREAS**

**Points**

<p><b>1) Democracy &amp; Community:</b></p> <p>Foster a democratic, just, inclusive learning community with all stakeholders.</p>						
<p><b>5) Experience:</b></p> <p>Integrate field and/or clinical experiences that reflect the diversity of educators, students, and schools and help educators assess those experiences.</p>						
<p>Total:</p> <p>Average per Category:</p>						
<p>Average per Category:</p>						



**SCHOOL OF EDUCATION**

**260-481-4146**

**Field Experience: Service Learning for Diversity – 10 hour experience**

**Information about Service Learning**

*IPFW has adopted the definition of service learning as the following:*

*Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility and personal values.*

**Robert Bringle and Julie Hatcher. *A Service Learning Curriculum for Faculty. The Michigan Journal of Community Service-Learning.* (Fall 1995): 112-122.**

The IPFW School of Education believes that service learning is an important opportunity that will benefit both the student and the site. As the students and sites work together to determine each other’s needs and to negotiate a positive learning experience, both will want to consider the following characteristics about what service learning is and is not.

Below is a description of service learning that is widely used.

**Service Learning Description**

<p>The following is copied from: <a href="http://www.servicelearning.org/article/archive/35/">http://www.servicelearning.org/article/archive/35/</a></p>
<p>In general, authentic service-learning experiences have some common characteristics (taken mostly from Eyler and Giles 1999).</p> <ul style="list-style-type: none"><li>• They are positive, meaningful and real to the participants.</li><li>• They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship.</li><li>• They address complex problems in complex settings rather than simplified problems in isolation.</li></ul>

- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation.
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.
- As a consequence of this immediacy of experience, service-learning is more likely to be personally meaningful to participants and to generate emotional consequences, to challenge values as well as ideas, and hence to support social, emotional and cognitive learning and development.

Reference: Eyler, J., & D. E. Giles, J. (1999). *Where's the Learning in Service-Learning?* San Francisco: Jossey-Bass.

### ***Service learning is NOT***

- An episodic volunteer program.
- An add-on to an existing school or college curriculum
- Logging a set number of community service hours in order to graduate
- Compensatory service assigned as a form of punishment by the courts or by school administrators
- Only for high school or college students
- One-sided: benefiting only students or only the community

For more information about what service learning is, see the following websites.

[http://www.ipfw.edu/vcaa/conversations/service\\_learning/SL\\_index.htm](http://www.ipfw.edu/vcaa/conversations/service_learning/SL_index.htm)

<http://www.servicelearning.org/>

<http://csl.iupui.edu/servicelearning.html>

For specific requirements about IPFW School of Education's service learning component, see the handbook's definition of "Service Learning for Diversity."

**SOME POSSIBLE SITES FOR  
The FIELD EXPERIENCE: SERVICE LEARNING for DIVERSITY**

**TRANSITIONS – FORT WAYNE WOMEN’S BUREAU**

Director  
2440 Bowser Ave.  
Fort Wayne, IN 46803  
# 744-9201  
<http://www.womensbureau.com/transitions.html>

Shelter for women in recovery. Some have their children living with them. There is a need for tutoring and recreational activities for the children.

**THE HISTORY CENTER** (Allen County - Fort Wayne Historical Society)

Todd Pelfrey, Education Director  
302 E. Berry  
Fort Wayne, IN 46802  
#426-2882 ext. 311  
[Todd\\_Pelfrey@fwhistorycenter.com](mailto:Todd_Pelfrey@fwhistorycenter.com)  
[www.fwhistorycenter.com/](http://www.fwhistorycenter.com/)  
<http://www.fwhistorycenter.com/educatorsCorner.html>

Need assistance with children’s tours and educational programs. Most are during the school day. A few are after school hours. There is much available in the summer.

**CHARIS HOUSE** (Women and Children’s Division of Rescue Mission Ministries)

Rev. Patty Crisp, Director  
533 West Washington  
Fort Wayne, IN 46802  
# 426-8123  
[pastorpatty@rescueministries.us](mailto:pastorpatty@rescueministries.us)  
<http://www.rescueministries.us/contact.html>

Homeless shelter for women and children. They not only work with the children who are living in the shelter, but also with “alumni” children who are involved in their long-term follow-up program. Need for assistance with tutoring and recreational programs.

**TURNSTONE CENTER FOR DISABLED CHILDREN AND ADULTS**

Karen Tyner, Director  
3320 N. Clinton  
Fort Wayne, IN 46805  
# 483-2100  
<http://turnstone.org/>  
[karent@turnstone.org](mailto:karent@turnstone.org)

Many after-school recreational programs and activities for children with disabilities. Children range in age from preschool through high school. Activities in which they could use help are wheelchair basketball, aquatics, social activities, etc.

## **EDUCATIONAL OPPORTUNITY CENTER**

Executive Director  
3000 South Wayne Ave.  
Fort Wayne, IN 46807  
#745-5421

<http://www.fwtrio.com>

<http://local.yahoo.com/info-16010456-educational-opportunity-center-fort-wayne>

Many services for immigrant and low socioeconomic families. 3000 people a year receive free services. ESL programs, tutoring and SAT prep for middle school and high school, tutoring and computer instruction for elementary students.

## **CROSSROAD – FORT WAYNE CHILDREN’S HOME**

Education Director  
2525 Lake Ave.  
Fort Wayne, IN 46805  
# 484-4153 ext. 290

<http://www.crossroad-fwch.org/>

Residential facility for youth ages about 11-18. Need for academic and recreational assistance days, evenings, weekends, summers.

## **EASTSIDE – WESTSIDE (Wellspring Social Services – West Central Neighborhood)**

Director  
1316 Broadway  
Fort Wayne, IN 46802  
#422-6618 ext. 105

<http://www.westcentralneighborhood.org/>

Students grade 1 through 12. Tutoring 3:30 – 5:00, dinner, evening recreation – every day

## **PRIMETIME COMMUNITY CENTER**

David Vielma  
3701 South Calhoun  
Fort Wayne, IN 46807  
# 744-0914

<http://www.volunteermatch.org/search/org53769.jsp>

<http://www.fwayfc.org>

Many types of opportunities available: tutoring for Hispanic students, mentoring middle school girls (“Girl Talk”), advocates in juvenile justice system, etc.

## **PONTIAC YOUTH CENTER**

Joe Shade Jr., Director of Education and Youth Services  
1521 Pontiac St.  
Fort Wayne, IN 46803  
# 456-3879

[jshadejr@fwurbanleague.org](mailto:jshadejr@fwurbanleague.org)

<http://www.fwurbanleague.org/educationyouth.htm>

After school: Grades K – 5 (Core 45) homework assistance, instruction on state standards in reading, writing and math. Grades 6-8 standards-based academic assistance.  
All academic assistance. No recreation.

### **WHITINGTON HOMES & SERVICES**

Executive Director  
2423 Fairfield Ave.  
Fort Wayne, IN 46807  
#745-9431  
<http://www.whittington.org/>

Tutoring and mentoring for pregnant teens and teen mothers

### **YWCA WOMEN'S SHELTER – DOMESTIC VIOLENCE SERVICES**

Peggy Osenbaugh, Shelter Director  
2000 N. Wells St.  
Fort Wayne, IN 46808  
# 447-7233  
<http://www.ywca.org/site/pp.asp?c=juI0KhM0IxF&b=709463>  
[posenbaugh@ywcaerew.org](mailto:posenbaugh@ywcaerew.org)

Children living in the shelter with their mothers need tutoring and recreational assistance afternoons, evenings, and weekends. Assistance needed with children's support groups that are held every Tuesday and Thursday evenings.

**Dispositions Questionnaire**  
**School of Education, Masters Degrees**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Program: \_\_\_\_\_Elementary \_\_\_\_\_Secondary

Checkpoint: \_\_\_\_\_Entrance \_\_\_\_\_First \_\_\_\_\_Second

We would like for you to critically reflect on your beliefs and behaviors regarding indicators of key components of our Conceptual Framework. There is no right or wrong answer, just your honest assessment of your current beliefs and behavior. Please circle the appropriate number.

**Beliefs**

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree

2 = disagree

3 = neutral or neither agree or disagree

4 = agree

5 = strongly agree

**Behaviors**

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this

2 = consider this 1 or 2 times during the school year

3 = consider this monthly

4 = consider this weekly

5 = consider this daily

1. Democracy											
I value the use of democratic principles in the classroom to shape the learning environment.	1	2	3	4	5	I use democratic principles in the classroom to shape the learning environment.	1	2	3	4	5
I value each student for her potential as a person.	1	2	3	4	5	I teach my students how to value each other.	1	2	3	4	5
I am committed to using my position as a teacher to promote social justice for the children/adolescents in my classroom.	1	2	3	4	5	I use my position as a teacher to promote social justice for the children/adolescents in my classroom.	1	2	3	4	5

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree  
 2 = disagree  
 3 = neutral or neither agree or disagree  
 4 = agree  
 5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this  
 2 = consider this 1 or 2 times during the school year  
 3 = consider this monthly  
 4 = consider this weekly  
 5 = consider this daily

2. Habits of Mind											
I value critical thinking and self-directed learning as commitment to ongoing professional growth (process of reflection, assessment, and learning).	1	2	3	4	5	I use critical thinking and self-directed learning as commitment to ongoing professional growth (process of reflection, assessment, and learning).	1	2	3	4	5
I am committed to seeking out, developing, and continually refining practices that address the individual and cultural needs of children/adolescents.	1	2	3	4	5	I seek out, develop, and continually refine my practices to address the individual and cultural needs of children/adolescents.	1	2	3	4	5
I value the idea that subject matter is not a fixed body of facts, but is complex and ever evolving.	1	2	3	4	5	I continually read scholarly resources and/or attend professional conferences to keep abreast of new information concerning curriculum and instruction.	1	2	3	4	5
I value ongoing reflection as an essential part of the assessment-teaching-learning loop.	1	2	3	4	5	I set aside time to reflect on the process of teaching and learning for myself and my students.	1	2	3	4	5
I value documenting my and the children's/adolescents' work as tools for reflection and instructional decision-making.	1	2	3	4	5	I have a systematic way of making visible the work of my classes.	1	2	3	4	5

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree  
 2 = disagree  
 3 = neutral or neither agree or disagree  
 4 = agree  
 5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this  
 2 = consider this 1 or 2 times during the school year  
 3 = consider this monthly  
 4 = consider this weekly  
 5 = consider this daily

3. Pedagogy											
I am committed to making the curriculum meaningful to the everyday lives of the children/adolescents while imbedding critical thinking skills, problem-solving, and research (asking and answering of questions).	1	2	3	4	5	I make the curriculum meaningful to the everyday lives of the children/adolescents by posing real problems to be solved through research and collaboration with peers.	1	2	3	4	5
I value using students' strengths as a basis for growth, and their errors as an opportunity for learning.	1	2	3	4	5	I assess the students in an on-going and systematic way to use their strengths as a basis for growth and their errors as an opportunity for learning.	1	2	3	4	5
I value flexibility and reciprocity in the teaching/learning process as necessary for adapting instruction to student responses, ideas, and needs.	1	2	3	4	5	I readily adjust my lesson plans to create an individualized and responsive curriculum.	1	2	3	4	5
4. Knowledge											
I value the role of developmental theories in informing practices with children/adolescents.	1	2	3	4	5	I routinely use my knowledge of child/adolescent development to guide my curricular planning and interactions with children/adolescents.	1	2	3	4	5
I value the role of guidelines for best practices in informing practices with children/adolescents.	1	2	3	4	5	I rely on my knowledge of best practices to guide my curricular planning and interactions with children/adolescents.	1	2	3	4	5

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree  
 2 = disagree  
 3 = neutral or neither agree or disagree  
 4 = agree  
 5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this  
 2 = consider this 1 or 2 times during the school year  
 3 = consider this monthly  
 4 = consider this weekly  
 5 = consider this daily

I respect children/adolescents as individuals with differing personal and family backgrounds and various skills, talents, and interests.	1	2	3	4	5	I use my knowledge of the individual children's/adolescents' personal and family backgrounds to plan meaningful and relevant curriculum.	1	2	3	4	5
I value the preconceptions and background knowledge that students typically bring to each subject and match strategies/instructional materials that can be of assistance.	1	2	3	4	5	I select strategies/instructional materials to match and challenge the preconceptions and knowledge that the students bring to the subjects I teach.	1	2	3	4	5
I am committed to taking responsibility for establishing and maintaining a positive climate of peer relationships in the classroom.	1	2	3	4	5	I teach my students social and emotional skills so that they can interact successfully with their peers.	1	2	3	4	5
I value the role of students in promoting each other's learning.	1	2	3	4	5	I have children/adolescents work in pairs or small, cooperative learning groups.	1	2	3	4	5
5. Experience											
I am committed to service learning experiences as professional development opportunities.	1	2	3	4	5	I seek out service learning experiences that will provide me with unique learning opportunities.	1	2	3	4	5
I value using time during service learning experiences wisely to observe, apply, and reflect on course/ programmatic concepts.	1	2	3	4	5	I use my time wisely during service learning experiences to think about teaching and learning in new ways.	1	2	3	4	5

I value using past experiences as well as current scholarly literature as a basis for making educational decisions for children/adolescents.	1	2	3	4	5	I use past experiences in conjunction with current scholarly literature as a basis for making educational decisions.	1	2	3	4	5
--	---	---	---	---	---	--	---	---	---	---	---

For the statements about beliefs, use the following scale to rate your dispositions:

1 = strongly disagree

2 = disagree

3 = neutral or neither agree or disagree

4 = agree

5 = strongly agree

For the statements below, use of the following frequency scale to rate your behavior as a teacher:

1 = never consider this

2 = consider this 1 or 2 times during the school year

3 = consider this monthly

4 = consider this weekly

5 = consider this daily

6. Leadership											
I value working with colleagues to promote optimal development and learning for each child/adolescent.	1	2	3	4	5	I meet with colleagues to plan curricular experiences that promote optimal development and learning.	1	2	3	4	5
I respect the privacy and confidentiality of all children/adolescents and their families.	1	2	3	4	5	I keep my assessments and observations of children/adolescents private and do not discuss them with those who should not have access.	1	2	3	4	5
I value working with other professionals to improve the overall learning environment for children/adolescents.	1	2	3	4	5	I work with colleagues and professionals to create a safe learning environment.	1	2	3	4	5
I am committed to being knowledgeable about and employing specialized school and community resources when they are needed to benefit the learner or the learner's family.	1	2	3	4	5	I share my knowledge about specialized school and community resources when appropriate to benefit the learner or the learner's family.	1	2	3	4	5

### Technology Self-Assessment Log

Name: \_\_\_\_\_  
 Program: \_\_\_ Elementary Education \_\_\_ Secondary Education \_\_\_ Educational Leadership

Date: \_\_\_\_\_  
 Checkpoint: \_\_\_ First \_\_\_ Second

	Example	Instructor	Semester	Example	Instructor	Semester	Example	Instructor	Semester
Email contact with professor									
Email contact with colleagues									
Send email attachments									
WebCT - VISTA									
webpage construction									
Curriculum lab assignments									
PowerPoint creation									
PowerPoint usage									
Videotape teaching									
Videotape p-12 students									
Digital camera - take pictures									
Digital camera - download picts									
Manipulate digital images									
Library search skills									
Other uses of technology: (list)									

**Indiana University – Purdue University Fort Wayne  
School of Education**

**Master of Education Programs Checkpoint Reflection  
Format for Writing Technology Reflection**

- 1) A cover page containing:

Your name

Date

Checkpoint \_\_\_\_\_ First (18 credits) \_\_\_\_\_ Second (33 credits)

Program \_\_\_\_\_ Elementary \_\_\_\_\_ Secondary \_\_\_\_\_ Educational Leadership

List any Minor, Endorsement, or Concentration areas

- 2) Next, include your updated “Use of Technology Log.” Use this form to reflect on where and when you’ve used the types of technology while enrolled in the Graduate program at IPFW. Then, record a brief description of those class-related experiences on the log.

- 3) A reflection containing:

Explain how using technology with p-12 students assists you with considering or putting into practice the six components of the Conceptual Framework:

Democracy and Community,

Habits of Mind

Pedagogy

Knowledge

Experience

Leadership

- 4) Your written reflection should be at least 2 single-spaced typewritten pages and will be evaluated using the enclosed rubric.

## Technology – Reflection Rubric

Student Name: \_\_\_\_\_  
 Program: \_\_\_\_\_ Elementary \_\_\_\_\_ Secondary  
 Date: \_\_\_\_\_  
 Checkpoint: \_\_\_\_\_ First \_\_\_\_\_ Second

CATEGORY	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Score
Supporting Evidence of Professional Development	Provides clear examples of using and improving your use of technology	Provides 1 or 2 examples of using and improving your use of technology	Provides general examples that present limited evidence of using and/or improving your use of technology	Little or no examples are provided to show use and/or improving your use of technology	
Scholarly Practice and Application	Provides clear evidence of how using technology assists you with improving learning and instruction for p-12 students	Provides 1 or 2 examples of how using technology assists you with improving learning and instruction for p-12 students	Provides general statements about the use of technology in educational settings with p-12 students	Little or no evidence of considering how technology applies to educational settings with p-12 students	
Organization	Information is well organized with well-constructed paragraphs and subheadings	Information is organized with well-constructed paragraphs	Information is organized, but paragraphs lack coherence.	Information lacks organization.	
Mechanics	No grammatical, spelling or punctuation errors	Minimal grammatical, spelling or punctuation errors	A few grammatical, spelling or punctuation errors	Numerous errors that interfere with comprehension	
<b>Total:</b>					
<b>Average per category:</b>					

Comments:

Evaluator's Name: \_\_\_\_\_  
 Date: \_\_\_\_\_



## School of Education

The revised M.S.Ed. Programs in Elementary and Secondary Education  
and the Unit Assessment System  
were developed by  
Faculty  
in Educational Studies  
in consultation with Stakeholders  
in our larger educational community  
during the 2003-2004 academic year  
and updated in summer of 2008.

The programs and the UAS are continuously monitored, assessed,  
and revised when necessary  
to deliver the best programs possible.

Dean: Barry Kanpol  
Associate Dean: Kathleen Murphey  
Chair of Educational Studies: Joe Nichols  
Chair of Professional Studies: James Burg