



Baker university

School of education

Master of Arts in Education (MAEd)

Curriculum Guide

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Contents

• SOE MAEd Program Mission, Beliefs, and Vision Statements	Page 3
• SOE Commitments	Page 4
• Essential Elements of the MAEd Program and MAEd Program Objectives	Page 5
• National Board for Professional Teaching Standards: Propositions and Indicators	Page 6
• MAEd Syllabus Template	Page 7 – 10
• MAEd Core Courses (Name, Number, and Description; Objectives (Aligned to both NBPTS and Program Objectives); Instructional Activities; Assessments; Technology; Grading Criteria; and Resources	
EDU 5101 Learning Theories and Instruction	Page 11
EDU 5102 Assessment Strategies	Page 12
EDU 5103 Curriculum Development and Design	Page 13
EDU 5531 Today’s Learner	Page 14
Research	
EDU 5120 Action Research	Page 15
EDU 5121 Inquiry and Research	Page 16
EDU 5108 Differentiated Classroom Instructional Practices	Page 17
EDU 6104 Foundations of Graduate Level Writing	Page 18
• MAEd Elective Courses (Name, Number, and Description; Objectives (Aligned to both NBPTS and Program Objectives); Instructional Activities; Assessments; Technology; Grading Criteria; and Resources	
EDU 5506 Classroom Management and Motivation	Page 19
EDU 5049 Inclusion: Special Students in the Regular Classroom	Page 20
EDU 5373 Balanced Literacy	Page 21
EDU 5107 Instructional Strategies and Lesson Design	Page 22
EDU 5031 Enhancing Meaningful Learning	Page 23
• Assessment Tools for MAEd Core Courses	
Dispositions	Pages 24-25
Rubrics, Scoring Guides, and Performance Measurements	Pages 26-43
• Technology Matrix	Page 44
• MAEd Portfolio Information and Rubric	Pages 45-46
• Adjunct Help Desk and Information	Pages 47-52

NOTE: The curriculum guide for each core MAEd course presented in this document indicate essential course objectives and assessments which instructors are expected to address along with additional course information. Each course instructor retains autonomy in extending course objectives and assessments beyond those listed in the curriculum guide. Textbooks are selected from those listed. Listed instructional resources are to be used by instructors and can be added to as needed by course instructors. Questions about instructional issues may be directed to the Coordinator of the MAEd program or to the Chair of Graduate Education Programs.

MASTER OF ARTS IN EDUCATION (MAEd)

School of Education Mission, Beliefs, and Vision

SOE Mission

The Baker University School of Education is committed to learning and to developing confident and competent educational leaders.

SOE Beliefs

The SOE believes a confident and competent educational leader

- Advocates for all students and their learning successes;
- Has a strong knowledge base and sense of beliefs and values supported by educational research and best practices;
- Has the commitment and skills to transfer knowledge, beliefs, and values into policy and practice;
- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
- Maintains an unremitting drive for improvement.

SOE Vision

The Baker University School of Education (SOE) provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

SOE Commitments

A listing of sixteen unit commitments increase the probability that all candidates are successful. SOE faculty and staff are “committed to learning and the development of confident, competent educational leaders.” The unit commitments are listed below.

The unit is committed to ensuring

1. Candidates understand the conceptual framework (mission, beliefs, vision).
2. Candidates are committed to student learning and the belief that all students can learn.
3. Candidates know their licensure area content and can make meaningful applications of the content during field experiences.
4. Candidates know how to engage students and organize instruction that enhances learning.
5. Candidates think systematically about their practice and use problem solving, critical thinking and reflection in their daily practice.
6. Candidates become members of professional communities, collaborate with professional educators, and demonstrate a motivation for life-long learning.
7. Candidates develop a respect for diversity and become inclusive educators who enhance learning opportunities for all students.
8. Candidates demonstrate communication skills appropriate to their field of endorsement.
9. Faculty and candidates model ethical practices, values, and dispositions.
10. Faculty model a variety of instructional strategies supported by wisdom of practice and educational research.
11. The integration of content within and across the disciplines and the application of knowledge to life situations.
12. Professional growth for all faculty and staff members.
13. Regular and systematic program evaluations through the analysis of program data and making program modifications when appropriate.
14. The development of collaborative/cooperative agreements with school districts, higher education faculty, and other members of the professional community.

15. The implementation of a technology plan for each program that enables candidates to enhance learning for all students.
16. Involvement in service to the wider community .

Essential Elements of the MAEd Program

Knowledge Base – Work shows extensive connections between current research and best practices and a diversity of knowledge.

Written Communication Skills – Work is clear, concise, mature, and enhanced by enriching language and vocabulary.

Oral Communication Skills – Spoken skills demonstrate a high level skill in presenting a topic. Language is convincing, informative and rich.

Organizational Skills – Work uses high levels of coherence and organization. Work shows creativity and flows smoothly.

Decision Making Skills – Work shows ability to make decisions based on research, collaboration, logic, and creativity. Reflection regularly used.

Critical Thinking Skills – Work demonstrates thinking at the analysis or synthesis level. Problems solved in unexpected but practical ways.

MAEd Program Objectives

The MAEd program develops confident and competent educational leaders who can demonstrate identified program objectives. Program Objectives are closely linked with the National Board for Professional Teaching standards (NBPTS). The content and assessments of the required courses in the MAEd program are aligned with these objectives.

1. Professional skills in using instructional strategies and methods of inquiry supported by wisdom of practice and education research. (1a, 1b, 4a, 4b)
2. Decision making and planning skills that are based on knowledge of content area, best practices, and curriculum goals.(2a, 2b, 2c, 3a, 3b)
3. A commitment to ethical practices and professional standards. (1d, 3d)
4. The ability to select and develop learning objectives at the correct level of difficulty. (1a, 2a, 2b, 2c, 3a, 3c, 4a)
5. The ability to understand the role of public/private education in society. (5a, 5b, 5c)
6. The ability to develop and interpret multiple assessment strategies (formal and informal) to help ensure the continuous development of the learner. (3a, 3c)
7. The knowledge of the social, historical, and philosophical foundations of education. (3d)
8. The ability to incorporate different approaches to learning in the instructional process. (1a, 1b, 1c, 3a, 3b)
9. A strong advocacy for students, lifelong learning, and the freedom of inquiry. (1c, 1d, 4b, 5b)
10. The ability to become inclusive educators who can provide service to and build on experiences from all members of a diverse learning community. (1c, 5a, 5b, 5c)
11. The ability to diagnose educational problems and devise prescriptive strategies. (1a, 3c)
12. The ability to integrate learning experiences for learners at different levels. (1a, 1b, 1d, 3b)

13. The ability to collaborate with educators at the different levels. (5a)
 14. A willingness to build teacher leadership capacity. (5a, 1d, 4b)
 15. Technology skills for gathering and analyzing information, enhancing instructional practices, increasing professional productivity, and managing educational change. (1d, 2b, 5a, 5c)

NBPTS Propositions and Indicators The MAEd degree program links Program Objectives to the Propositions and Indicators of the National Board for Professional Teaching Standards for assessment of the portfolio.	EDU 5101	EDU 5102	EDU 5103	EDU 5531	EDU 5120 5121 5108*	EDU 6104
1. Teachers are committed to students and their learning.						
1a. Teachers recognize individual differences in their students and adjust their practice accordingly.	S	F		F	F	
1b. Teachers have an understanding of how students develop and learn.	S		F			
1c. Teachers treat students equitably.	F			S	F	
1d. Teachers' mission extends beyond developing the cognitive capacity of their students.	S			F		
2. Teachers know the subjects they teach and how to teach those subjects to students.						
2a. Teachers appreciate how knowledge in their subject is created, organized, and linked to other disciplines.	F		S		F	
2b. Teachers command specialized knowledge of how to convey a subject to students.			S		F	F
2c. Teachers generate multiple paths to knowledge.	F	S	F	F		
3. Teachers are responsible for managing and monitoring student learning.						
3a. Teachers call on multiple methods to meet their goals.		S	F		F	
3b. Teachers orchestrate learning in group settings.	F		S		F	
3c. Teachers regularly assess student progress.				F	S	
3d. Teachers are mindful of their principle objectives.	F	F	F	F	S	
4. Teachers think systematically about their practice and learn from experience.						
4a. Teachers continually make difficult choices that test their judgment.			F		S	
4b. Teachers seek advice of others and draw on education research and scholarship to improve their practice.	F			F	S	F
4c. Teachers enhance their own writing, speaking, and critical thinking skills.						S
5. Teachers are members of learning communities.						
5a. Teachers contribute to school effectiveness by collaborating with other professionals.				S	F	F
5b. Teachers work collaboratively with parents.	F			S		
5c. Teachers take advantage of community resources.			F	S		

S=Summative-course responsible for primary assessment of Program Objective and Indicator.

F=Formative – course responsible for inclusion of content addressing Program Objective and Indicators. Content may also be integrated in other courses. Assessment of multiple Program Objectives may be combined into single artifacts within courses.

* EDU 5108 satisfies the research course requirement.

**Master of Arts in Education (MAEd)
Syllabus Template**

**BAKER UNIVERSITY
School of Education (SOE)
(Course Number and Course Name)
(Cohort and/or course location/date i.e. Fall I 2008)**

SOE Mission

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- Demonstrates interpersonal practices that advance the welfare and dignity of all persons; and
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SOE Vision

The Baker University School of Education (SOE) provides quality programs grounded in a tradition of academic excellence and responds to the educational needs of the future.

Instructor: (Insert instructor and all methods of contact including phone and e-mail. Also include office hours or times students may meet with you.)

Meeting Time: (Meeting times, hours, and location: include cohort number or open enrollment designation and address of course location).

Credit Hours: 3 credit hours

Course Description:

(This must match the description printed in this MAEd Curriculum Guide (CG) and must include any prerequisites.)

Standards Addressed: (Each MAEd course is aligned with the National Board of Professional Standards which drives the objectives of the program. See Propositions and Indicators listed on page 5 of this CG and program objectives on page 4.)

Course Objectives: (List course objectives found in this CG for the particular course. These course objectives are listed in this CG in the MAEd Matrix on page 5 and on each specific course content page.)

Course Resources: (List name(s) of textbooks required including author(s), title, publisher, and date according to MLA style. Also, list handouts if provided for a fee.)

Collins Library: (Instructors are required to refer students to the Baker University Collins on-line library at www.bakeru.edu for at least one assignment. Students receive an hour of Collins Library information during EDU 6104.)

Instructional Strategies:

(Describe specific strategies to be used and expected student performances i.e. lecture, facilitated dialogue, small group study, interactive groups, reflective practices, independent reading, Blackboard discussion groups, individual papers, quizzes and exams, individual and group presentations, etc. OR list general listing of instructional strategies found on course content page of the CG.)

Technology: Use the following statement but with a specific description about the expected technology use as referenced in the Technology Matrix on Page 44. "Candidates use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research."

MSSL and MAEd Policy and Programs Handbook:

Every MAEd SOE candidate receives an *MSSL and MAEd Policy and Programs Handbook*. This *MSSL and MAEd Policy and Programs Handbook* is distributed at the MAEd orientation. A candidate is governed by policies and guidelines detailed in this program handbook specific to the calendar year in which he or she enters the SOE program. Candidates in need of an additional copy of the *MSSL and MAEd Policy and Programs Handbook* may contact Sandee Jamour at the graduate SOE office at 8001 College Blvd., in Overland Park or contact her at sjamour@bakeru.edu or 913-344-1223.

Academic Integrity:

Academic Integrity is defined in the SPGS/SOE catalog under Student Responsibilities and Rights: "Academic integrity is defined as honesty in the acknowledgement of ideas, words, data, written work, and solutions. All work submitted by students must represent their own original work. All forms of student dishonesty, including cheating, fabrication, plagiarism, violation of copyright laws, and facilitating any academic dishonesty, are forbidden. Consequences of academic dishonesty may include, but are not limited to a failing grade, a failing grade for the course, or expulsion from the University."

To avoid plagiarism, you should acknowledge the source:

1. Whenever you quote another person's actual words;
2. Whenever you use another person's ideas, opinion, or theory, even if it is completely paraphrased in your own words;
3. Whenever you borrow facts, statistics, or other illustrative materials – unless the information is common knowledge.

MLA Standard: MLA Standard is the accepted writing standard for the MAEd program. If you need an MLA Style Guide, you can find one online at www.bakeru.edu or request one from the SOE.

ADA Policy:

Students with disabilities are provided assistance in obtaining reasonable accommodation to meet their academic needs. Students seeking accommodation should contact the ADA Compliance Officer at 913-491-4432 to request services and verify the need for assistance through appropriate supporting documentation.

Hostile-Free Learning Environment

Baker University's Anti-Harassment Policy is defined in the SPGS/SOE catalog under Student Responsibilities and Rights: "Baker University strives to provide an educational and working environment that is free from sexual harassment or harassment based on sex, race, color, sexual orientation, gender identity and gender expression, religion, age, marital status, national origin, disability, or veteran status...Harassment in any form is prohibited and incidents of harassment are met with appropriate disciplinary action, up to and including termination of employment or expulsion from the University. If any harassing conduct takes place, the offended individual is asked to immediately notify the Director Student Services.

Attendance Expectations:

(All instructors are to specifically state attendance expectations in the syllabus regarding attendance and make-up possibilities and grade implications. For instance, one absence may be made up and a second absence results in the lowering of a grade; or students receive points for each hour present in class. NOTE: Baker University policy prohibits a student from earning credit if 40% or more of a course are missed. If a student misses two consecutive classes without contacting the instructor, contact Student Services.)

Course Outline and Sequence of Studies:

(By class session, list the topics, issues, student performances and activities that are included.)

Assessments Used to Measure Performance:

(List each assessment strategy that is required. Note deadlines, expectations for format, length, etc. Specify what portion of the total grade each assessment comprises, whether in percent or points. Each assessment must be aligned to a Course Objective and each Course Objective must be assessed in at least one way. Assessments such as papers, presentations, Moodle/Blackboard discussion groups, book reports, and others should be supported with a separate **rubric or scoring guide provided to each student and attached with the syllabus**. If attendance is used as part of the student's grade, requirements must adhere to Baker University SOE policy. Mark with * those assessments that are used as a part of the portfolio for program data collection.)

Grading Practices:

(Indicate grading scale for A-F work. Note whether make-up or extra credit work is allowed. Although the faculty portal accepts an "Incomplete" grade, DO NOT use this option when recording grades. Grades must be entered into the faculty portal 8 days after the course ends.

Course number/title

EDU 5101 Learning Theories and Instruction

Course description

Past and present learning theories are examined. Participants reflect on their beliefs about teaching and learning. Participants expand their awareness of effective lesson design and demonstrate effective application of research-based instructional strategies in the classroom.

NBPTS - Program

- 1. 2a - 2
- 2. 2c -2
- 3. 1a, 1b -1
- 4. 1c, 3b -8
- 5. 1d, 3d -3
- 6. 4c -10
- 7. 4c -10
- 8. 4b -14
- 9. 4c -10

Specific course objectives *The student*

- 1. Examines theories and trends in education, including the science of brain-based learning.
- 2. Compares and contrasts instructional design and instructional strategies.
- 3. Recognizes that students learn differently and adjusts for the differences through the use of multiple intelligences and learning styles.
- 4. Improves classroom decision-making and lesson planning by knowledge of and application of best practice.
- 5. Demonstrates effective teaching through instructional design.
- 6. Reflects and responds to research articles that address how students develop and learn.
- 7. Presents a mini-lesson to peers using a best-practice instructional strategy in a subject area.
- 8. Participates in small and large group discussions.
- 9. Reflects on learning through an application paper.

Suggested instructional activities

A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves individually and in groups.

Technology

Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.

Assessments used to measure performance

- 1. In-class participation.
- 2. Weekly reflections.
- 3. Article reviews.
- 4. **Written dispositions**
- 5. **A module presentation (from the text).**
- 6. **An application paper.**

(Items in **bold** are used to measure program performance in EDU 5101.)

Grading criteria, rubrics, and scoring guides

- 1. Participation is measured.
- 2. An instructor-created rubric.
- 3. A scoring guide measures performance.
- 4. **Dispositions are collected by instructor and scored by SOE Chair.**
- 5. **A rubric measures performance.**
- 6. **A rubric measures performance.**

Resources

Marzano, Robert J., et al. A Handbook for Classroom Instruction that Works. Alexandria, VA: ASCD, 2001. ISBN 978-0871205223

Silver, Harvey F., et al. So Each May Learn: Integrating Learning Styles and Multiple Intelligences. Alexandria, VA: ASCD, 2000. ISBN 978-0871203878

Kagan Cards: (Optional) Multiple Intelligence Structures, Cooperating Learning Structures, Brain-based Learning, Graphic Organizers, and Questioning Skills.

See <http://kaganonlin.com>

Articles may include but are not limited to the following:

D’Arcangelo, Marcia. “The Brains Behind the Brain.” Wolf, Pat. “Revisiting Effective Teaching.”

<u>Course number/title</u> <u>Course description</u>	EDU 5102 Assessment Strategies This course expands an educator’s awareness of multiple strategies for assessing the progress of students and increases an educator’s ability to utilize standardized tests for both the formal and informal modes of assessment. Participants design a project that outlines the use of varied modes of assessment.	
<u>NBPTS - Program</u> 1. 4b - 1 2. 3c - 11 3. 3c, 3a - 6 4. 3a - 6 5. 2c, 3a - 6 6. 3c - 11 7. 3c, 3a - 11 8. 3c, 3a - 11 9. 3c, 3a - 6 10. 5a - 13	<u>Specific course objectives</u> <i>The student</i> 1. Develops an understanding of current assessment theory and practice. 2. Interprets a variety of standardized and classroom assessment data. 3. Develops a plan to improve classroom instruction and student achievement based on the data. 4. Compares and contrasts traditional assessment with alternative/performance assessments. 5. Identifies the characteristics and components of a variety of assessment tasks, including selected response, constructed response, and performance events or tasks. 6. Demonstrates the ability to evaluate student work using rubrics or scoring guides. 7. Develops appropriate scoring guides and rubrics related to classroom assessments. 8. Develops an understanding of portfolio assessment. 9. Develops a variety of assessments (selected and constructed response and performance events) related to district curriculum. 10. Develops skills in collaborating with peers to improve assessment practices.	
<u>Suggested instructional activities</u> A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.	<u>Technology</u> Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.	
<u>Assessments used to measure performance</u> 1. In-class participation. 2. Weekly reading assignments and study group discussion. 3. Journal reflections or research project. 4. Write effective assessment questions. 5. Create and present a balanced assessment (collaborative or individual). 6. Read an article (from an authority in the field) and write a review (more than 1 page, less than 3 pages). (Items in bold are used to measure program performance in EDU 5102.)	<u>Grading criteria, rubrics, and scoring guides</u> 1. Participation is measured. 2. Study group discussion guides. 3. A rubric measures performance. 4. A rubric measures performance. 5. A rubric measures performance. 6. A rubric measures performance.	
Resources Popham, W. James. <u>Classroom Assessment : What Teachers Need to Know</u> . 5 th ed. New York: Pearson, 2008. ISBN 978-0205510757 Articles may include but are not limited to the following: Black, Paul. “Working Inside the Black Box.” McMillan, James. “Fundamental Assessment Principles.”		

<u>Course number/title</u>	EDU 5103 Curriculum Development and Design
<u>Course description</u>	This course assists educators in understanding and applying the rationale for integrated studies. Current and projected styles of curriculum are assessed and the course project features designing a model curriculum unit.

<u>NBPTS - Program</u>	<u>Specific course objectives</u> <i>the student</i>
1. 4b, 2a - 1 2. 2b - 2 3. 2c - 8 4. 3d - 3 5. 1a - 4 6. 3c - 6 7. 3b - 10 8. 3b, 1a - 12 9. 5a - 13	1. Increases professional skills in using instructional strategies and methods of inquiry supported by wisdom of practice/research. 2. Increases decision-making and planning skills based on knowledge of content areas, best practices and curriculum goals. 3. Demonstrates ability to incorporate different approaches to learning in the instructional process. 4. Demonstrates a commitment to ethical practices and professional standards. 5. Demonstrates ability to select and develop learning objectives at the correct level of difficulty. 6. Demonstrates ability to develop and interpret multiple assessment strategies to help ensure the continuous development of the learner. 7. Increases ability to become inclusive educators who can provide service to and build on experiences from all members of a diverse learning community. 8. Increases ability to integrate learning experiences for learners at different levels. 9. Increases ability to collaborate with educators at different levels.

<u>Suggested instructional activities</u> A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.	<u>Technology</u> Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.
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<u>Assessments used to measure performance</u> 1. In-class participation. 2. Weekly reflections. 3. Curriculum Unit (following Erickson or Wiggins format) including: Performance task, 5 instructional strategies, Differentiated instruction, Integration. (Items in bold are used to measure program performance in EDU 5103.)	<u>Grading criteria, rubrics, and scoring guides</u> 1. Participation is measured. 2. Instructor feedback. 3. A rubric measures performance.
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<p>Resources Wiggins, Grant and Jay McTighe. <u>Understanding by Design</u>. Alexandria, VA: ASCD, 2005. ISBN 978-0130930583</p> <p>Choice of one from the following list: Understanding by Design workbook (Wiggins) ISBN 978-0871208552; Mapping the Big Picture (Jacobs) ISBN 978-0871202864; Stirring the Head, Heart, and Soul (Erickson) ISBN 978-0803968851; Concept-Based Curriculum and Instruction (Erickson) 978-0803965812 . Articles may include but are not limited to the following: Rathbone, Charles H. “A Learner’s Bill of Rights.” Richetti, Cynthia and James Sherrin. “Helping Students Ask the Right Questions.”</p>
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MAEd Curriculum Guide

<u>Course number/title</u>	EDU 5531 Today's Learner
<u>Course description</u>	This course explores the changing face of classroom students through current research on academic success. Participants examine how classroom diversity has implications for curriculum, instruction, and school climate. Participants learn about building strengths in students, fostering resiliency, and creating supportive environments and relationships to encourage academic and social growth.

<u>NBPTS - Program</u>	<u>Specific course objectives</u> <i>The student</i>
<ol style="list-style-type: none"> 1. 1c, 2a - 2 2. 5b, 5a, 5c - 10 3. 5a - 10 4. 1c - 8 	<ol style="list-style-type: none"> 1. Possesses knowledge of current trends in and influences on multicultural education, including culture, gender, race, and poverty. 2. Understands the constituency of their school community and how best to teach each student. 3. Recognizes the effects of culture on psychological functioning: including knowledge of a range of cultural groups, knowledge of own cultural background and influences of, and the use of culturally sensitive conceptualization and interventions. 4. Utilizes decision making skills enabling the candidate to make decisions and weigh evidence in teaching all students.

<u>Suggested instructional activities</u> A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.	<u>Technology</u> Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.
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<u>Assessments used to measure performance</u> <ol style="list-style-type: none"> 1. In-class participation. 2. Weekly reflections. 3. A statement of belief (pre-course) and a statement of philosophy (post-course). 4. A case study of an at-risk student that includes a community resources list and parent interview. 5. A previous unit of study with changes to address diversity (used in place of #4 for summer courses or when a case study is not possible). (Items in bold are used to measure program performance in EDU 5531.)	<u>Grading criteria, rubrics, and scoring guides</u> <ol style="list-style-type: none"> 1. Participation is measured. 2. Instructor feedback. 3. A rubric measures performance. 4. A rubric determines quality. 5. A rubric measures performance. NOTE: This course involves specific field experience
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<p>Resources</p> <p>Choice of two from the following list:</p> <p>A Framework for Understanding Poverty (Payne) ISBN 978-1929229147. How To Teach Students Who Don't Look Like You (Davis) ISBN 978-1412924474 Other People's Children (Delpit) ISBN 978-1565841802. White Teachers, Diverse Classrooms (Landsman and Lewis, eds) ISBN 978-1579221478. The Center of Everything (Moriarity) ISBN 0-7868-8845-8 Teaching Tolerance magazine (free subscription available at www.teachingtolerance.org/neamag).</p>

<u>Course number/title</u>	EDU 5120 Action Research in the Classroom
<u>Course description</u>	This course provides educators with tools to reflect on their teaching practices, assess their performance, and make informed decisions about their teaching. Through this process participants create an environment of improved student learning.

<u>NBPTS - Program</u>	<u>Specific course objectives</u> <i>The student</i>
1. 1a, 3c - 1 2. 2b - 2 3. 4a, 3d - 1 4. 4b - 1 5. 2b - 2 6. 1a - 11	1. Demonstrates an understanding of action research theory and practice as it relates to the improvement of classroom instruction. 2. Develops a strong knowledge base that incorporates research and best practice. 3. Thinks critically and analytically about classroom practice. 4. Works collaboratively to develop problem solving strategies and practices. 5. Increases skills in written communication. 6. Makes effective changes in classroom practice.

<u>Suggested instructional activities</u> A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.	<u>Technology</u> Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.
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<u>Assessments used to measure performance</u> 1. In-class participation. 2. Weekly reflections 3. Journaling/article summaries/abstracts 4. Action research plan. 5. Oral presentation of plan. (Items in bold are used to measure program performance in EDU 5120.)	<u>Grading criteria, rubrics, and scoring guides used</u> 1. Participation is measured. 2. Instructor feedback. 3. A rubric measures performance 4. A rubric measures performance. 5. A rubric measures performance. NOTE: This course involves specific field experience
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Resource Sagor, Richard. <u>How to Conduct Collaborative Action Research</u> . Alexandria, VA: ASCD, 1992. ISBN 978-0871202017 and Schmuck, Richard A. <u>Practical Action Research for Change</u> . 2 nd ed. Thousand Oaks, CA: Corwin Press, 2006. ISBN 978-1412938594 Articles may include but are not limited to the following: Bingham, Steven. “The Teachers as Researchers Academy: Building Community, Expertise, and a Knowledge Base for Teaching.”

<u>Course number/title</u>	EDU 5121 Inquiry and Research
<u>Course description</u>	This course gives educators a simple, practical, believable way to conduct and interpret their research for the betterment of instructional practice, profession of teaching, and building improvement.

<u>NBPTS - Program</u>	<u>Specific course objectives</u> <i>Upon completion of this course, the student:</i>
<ul style="list-style-type: none"> 1. 3c - 11 2. 4b - 1 3. 4a - 1 4. 4b - 1 5. 4b - 1 6. 4a - 1 	<ul style="list-style-type: none"> 1. Demonstrates an ability to understand and interpret data. 2. Identifies current research sources and strategies. 3. Applies current research to school improvement and delivery of instruction. 4. Identifies and select studies related to educational problems. 5. Demonstrates the ability to use action research and explain how it differs from traditional research. 6. Demonstrates the ability to apply research skills to real school improvement plans.

<u>Suggested instructional activities</u> A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.	<u>Technology</u> Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.
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<u>Assessments used to measure performance</u> <ul style="list-style-type: none"> 1. In-class participation. 2. Action research project abstract. 2. Action research project oral presentation. 3. Action research project reflection paper. (Items in bold are used to measure program performance in EDU 5121.)	<u>Grading criteria, rubrics, and scoring guides used</u> <ul style="list-style-type: none"> 1. Participation is measured. 1. A rubric measures dimensions. 2. A rubric measures performance. 3. A rubric measures criteria. NOTE: This course involves specific field experience
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<p>Resources Glanz, Jeffrey. <u>Action Research: An Educational Leader’s Guide to School Improvement</u>. 2nd ed. ISBN 978-1929024544</p> <p>Instructor Resource: Schmuck, Richard A. <u>Practical Action Research for Change</u>. 2nd ed. Thousand Oaks, CA: Corwin Press, 2006. ISBN 978-14112938594</p>
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Course number/title
Course description

EDU 5108 Differentiated Classroom Instructional Practices

In this course is to help teachers continue to learn and improve as they practice the art and science of teaching. Participants examine the impact of instructional practices on student understanding and learning. Participants create and implement differentiated content, process, or product and report on the impact on student performance in the classroom setting.

NBPTS - Program

- 1. 3c -11
- 2. 4b -1
- 3. 4a -1
- 4. 4b -1
- 5. 4b -1

Specific course objectives *The student*

- 2. Demonstrates skill in using instructional strategies and methods of inquiry supported by wisdom of practice and educational research.
- 3. Identifies, understands, and uses effective educational research.
- 4. Incorporates different approaches to learning in the instructional process.
- 5. Integrates learning experiences for learners at different levels.
- 6. Develops and interprets multiple assessment strategies to ensure continuous development of the learner.

Suggested instructional activities

A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.

Technology

Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.

Assessments used to measure performance

- 1. In-class participation.
- 2. Response and reflection to readings.
- 3. **Instructional Strategy Project.**
- 4. **Instructional strategy Application.**

Grading criteria, rubrics, and scoring guides

- 1. Participation is measured.
- 2. Instructor feedback.
- 3. **A rubric determines quality.**
- 4. **A rubric measures application.**

NOTE: This course involves specific field experience

Resources

Tomlinson, Carol Ann. Fulfilling the Promise of the Differentiated Classroom: Strategies and Tools. Alexandria, VA: ASCD 2003. ISBN 978-0871208125
Coil, Carolyn. Successful Teaching in the Differentiated Classroom. Pieces of Learning www.piecesoflearning.com 2007. ISBN 978-1931334488

Course number/title

EDU 6104 Foundations of Graduate Level Writing

Course description

Writing well and critical thinking is a component of all graduate course assignments. This course provides practical experience in writing and provides students with the necessary skills to succeed at graduate-level tasks. The course content covers prewriting, proofreading, peer- and self-editing, revision, reflection, and final results. “Writer’s grammar” – sentence structure, word choice, and punctuation – is also explored.

NBPTS - Program

1. 4c -14

Specific course objectives *The student*

1. Examines present writing and speaking and notes needed improvement.
2. Participates in strategy talk, guided practice, and peer review.
3. Compares and contrasts writings for different purposes.
4. Demonstrates new learning that changes old practices.
5. Models learning by presenting final writing with revisions noted.
6. Reviews and reflects on learning from each class time.
7. Participates in small and large group discussions building knowledge by sharing with others.

Suggested instructional activities

A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.

Technology

Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.

Assessments used to measure performance

1. In-class participation.
2. Weekly reflections
3. Tricky Words presentation
- 4. Professional Autobiography**
5. Analysis of article

(Items in **bold** are used to measure program performance in EDU 6104.)

Grading criteria, rubrics, and scoring guides

1. Participation is measured.
2. Instructor feedback.
3. A rubric measures performance.
- 4. A rubric determines quality.**
5. A rubric determines quality.

Resources

Hacker, Diana. A Writer’s Reference. 6th ed. New York: Bedford/St. Martin’s, 2007. 978-0312450250

Bryson, Bill. Bryson’s Dictionary of Troublesome Words: A Writer’s Guide to Getting It Right. New York: Broadway Books/Random House, Inc 2002. ISBN 978-0767910439

Articles may include but are not limited to the following:

Marano, Hara Estroff. “A Nation of Wimps.” Psychology Today Nov/Dec 2004: 61-70, 103.

Course number/title **EDU 5506 Classroom Management and Motivation**

Course description This course reviews proactive classroom management strategies that improve the chances of success for the first-year teacher as well as the veteran instructor. The proactive strategies increase students’ self management and problem solving skills, deal with many of the “what-if” problems educators encounter, and explore ways to increase student success through self-control and motivation.

NBPTS - Program

1. 3 3

Specific course objectives *The student*

1. Understands how the development of clear rules, procedures, consequences, motivational rewards, problem solving plans and parental involvement can positively impact classroom management and motivation.
2. Identifies those strategies that increase students’ self discipline, responsibility, and problem solving skills.
3. Understands that there are proactive strategies that improve the chances of success for both the teacher and the student.
4. Identifies effective classroom management and student motivation techniques and strategies.

Suggested instructional activities

A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.

Technology

Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.

Assessments used to measure performance

1. In-class participation.
2. Response and reflection to readings.
3. Journal Review.
4. Classroom Management Plan

Grading criteria, rubrics, and scoring guides

1. Participation is measured.
2. Instructor feedback.
3. A rubric determines quality.
4. A rubric measures application.

Resources (Choice of one)

Marzano, Robert.. Classroom Management That Works. ISBN 978-0871207937

Jones, Fred. Tools For Teaching. ISBN 978-1931334488

Wong, Harry, and Rosemary Wong. How to be an Effective Teacher the First Days of School ISBN 978-0962936029

Porter, Bobbi, and Mark Reardon, Sarah Singer-Nourie. Quntum Teaching. ISBN 978-0205286645

Course number/title
Course description

EDU 5049 Inclusion: Special Students in the Regular Classroom

Students examine the changing roles of special education in schools. The focus of this course is on the application of theory and skills with practical suggestions for academic and behavior problems and attention toward higher skills for all students.

NBPTS - Program

1. 1c 8, 9

Specific course objectives *The student*

1. Understands the history of education for students with disabilities.
2. Identifies characteristics of students labeled exceptional in terms of instructional and service needs.
3. Recognizes differences and similarities among identified and non-identified students.
4. Understands current legislation and litigation dealing with special education services and students, including least restrictive environment and due process procedures for parents and educators.
5. Understands critical issues in educational planning for students labeled exceptional.
6. Differentiates among service delivery approaches such as inclusive education and mainstreaming and identifies the essential characteristics of inclusive education.
7. Demonstrates understanding of the various roles of family members, school personnel, and students in developing, and implementing educational plans and instructional support.
8. Demonstrates the ability to communicate appropriate information in a positive manner to families and other school personnel and to recognize the perspective of families in providing educational services.
9. Identifies and implements modifications to core curriculum and strategies for classroom accommodations for students with disabilities as well as students labeled as gifted.

Suggested instructional activities

A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.

Technology

Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.

Assessments used to measure performance

1. In-class participation.
2. Disability Resource Guide.
3. Student/Parent Interview.
4. Case Study.

Grading criteria, rubrics, and scoring guides

1. Participation is measured.
2. Instructor feedback.
3. A rubric determines quality.
4. A rubric determines quality.

Resources

Salend. S.J. Creating Inclusive Classrooms; Effective and Reflective Practices. 6th Ed. Upper Saddle River, NJ: Prentice Hall, 2008
ISBN 978-0132272353

Course number/title
Course description

EDU 5373 Balanced Literacy

Students are introduced to the components of balanced literacy for all students. Topics included are the organization of a classroom to facilitate balanced literacy, the implementation of reading workshops and writing workshops, and the development of reading and writing curriculum calendars and units of study.

NBPTS - Program

- 1. 2a 2
- 2. 2b 4

Specific course objectives *The student*

- 1. Reflects on the use of literacy strategies within content-area learning.
- 2. Assesses current reading & writing practices within the classroom.
- 3. Analyzes readability of content-area text.
- 4. Implements strategy instruction within the classroom.
- 5. Creates a rubric to assess student work.
- 6. Presents and discusses literature appropriate for K-12 students.

Suggested instructional activities

A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.

Technology

Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.

Assessments used to measure performance

- 1. In-class participation.
- 2. TrackStar Assignment.
- 3. Book Talk Discussion.
- 4. Project.

Grading criteria, rubrics, and scoring guides

- 1. Participation is measured.
- 2. Instructor feedback.
- 3. A rubric determines quality.
- 4. A rubric measures application.

Resources (Students receive the following 3 texts)

Fisher, D. and W.G. Brozo, and N. Frey, and G. Ivey. 50 Content Area Strategies for Adolescent Literacy. ISBN 978-0131745445
Tompkins, G.E. 50 Literacy Strategies. 3rd ed. ISBN 978-0135158168
Topping, D. and R. McManus. Real Reading, Real Writing: Content-area Strategies. ISBN 978-0325004280

Course number/title
Course description

EDU 5107 Instructional Strategies and Lesson Design

In this course teachers continue to learn and improve as they practice the art of teaching in their own classrooms. This course is designed to help teachers develop competencies in the area of effective classroom environment, instructional strategies and lesson design. The class sessions are interactive and inquiry-based on issues related to instruction. Students reflect on their instructional and teaching practices.

NBPTS - Program

1. 2 2, 3, 4

Specific course objectives *The student*

1. Identifies an effective classroom environment.
2. Recognizes and advocates for teachers, lifelong learning and the freedom of inquiry.
3. Identifies, understands and utilizes effective educational research.
4. Incorporates different approaches to learning in the instructional process.

Suggested instructional activities

A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.

Technology

Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.

Assessments used to measure performance

1. In-class participation.
2. Discussion-board participation.
3. Concept-based lesson.

Grading criteria, rubrics, and scoring guides

1. Participation is measured.
2. Instructor feedback.
3. A rubric determines quality.

Resources

Marzano, Robert. The Art and Science of Teaching. ISBN 978-1416605713

Course number/title
Course description

EDU 5031 Enhancing Meaningful Learning

This course is designed to challenge students to reflect on current strategies, innovations, and philosophies that impact education and the classroom today. Participants create learning activities to enhance learning in the classroom.

NBPTS - Program

1. 3, 4 2, 3, 4,
11

Specific course objectives *The student*

1. Examines and defines differentiation related to learning environments by identifying specific strategies teachers use to address students' learning needs.
2. Compares and contrasts differentiated and traditional classrooms.
3. Recognizes examples of different levels of student learning.
4. Improves classroom decision-making and lesson planning by examining the content, process, and products of differentiated instruction.
5. Demonstrates effective teaching through instructional design of strategy supporting differentiation.

Suggested instructional activities

A motivational approach models instructional strategies; asks for reactions and responses to articles; utilizes cooperative learning, direct instruction, and collaboration; actively involves students individually and in groups.

Technology

Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research. See matrix on page 44 for technology used in this course.

Assessments used to measure performance

1. In-class participation.
2. Small group project.
3. Strategy Lesson Plan

Grading criteria, rubrics, and scoring guides

1. Participation is measured.
2. Instructor feedback.
3. A rubric determines quality.

Resources

Tomlinson, Carol Ann. The Differentiated Classroom: Responding to the Needs of All Learners!, Alexandria, VA: ASCD, 1999. ISBN 978-0871203427

Video Series (Instructor use)

Tomlinson, Carol Ann. Instructional Strategies For The Differentiated Classroom, Facilitator's Guide Videos 1-7. Alexandria, VA: ASCD, 2003. ISBN

MAEd Curriculum Guide

NOTE: Disposition rubric is not given to students. Students' disposition writings are sent to Dr. Harold Frye for assessment.

(EDU 5101)

Rubric for Measuring Candidate Dispositions and Ratings of Educator Beliefs

The educator believes that s/he is capable of influencing learning for all people.

<p><u>Connected</u> The educator feels a oneness with all people. S/He feels capable of having a meaningful impact on persons of every description.</p>	<p><u>Unconnected</u> The candidate feels generally apart from others. S/He does not feel capable of having a meaningful impact on persons different then self.</p>
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7 6 5 4 3 2 1

The educator believes that all people are capable of learning at high levels.

<p><u>Able</u> The educator sees all others as capable of learning. S/He believes others are capable of finding adequate solutions to events and problems in their own lives.</p>	<p><u>Unable</u> The educator sees others as lacking the capacity to learn or deal effectively with their own problems</p>
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7 6 5 4 3 2 1

The educator believes that the purpose of education is to assist all people to become competent and successful.

<p><u>Larger</u> The educator views events and people in a broad perspective. His/Her goals extend learning opportunities beyond the immediate and/or a select few to all people in the larger context.</p>	<p><u>Smaller</u> The educator views events and people in a narrow perspective. His/Her purpose is to focus on immediate needs and a select group of people.</p>
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7 6 5 4 3 2 1

The candidate believes that teaching is an interpersonal process where the student's attitudes, feelings, and welfare must be of prime consideration in effective teaching.

<p><u>People</u> The educator is concerned with the human aspects of affairs. The attitudes, feelings, beliefs, and welfare of persons are prime considerations in his/her thinking.</p>	<p><u>Things</u> The educator is concerned with the impersonal aspects of affairs. Questions of order, management, process, and details are prime considerations in his/her thinking.</p>
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7 — 6 — 5 — 4 — 3 — 2 — 1

MAEd Dispositions Assignment (EDU 5101)

Directions: Write a 1-2 page paper reflecting on Incident #1 or Incident #2, reflecting on the Incident and your reaction and response.

Human Relations Incident #1

1. Think of a significant event that involved you in a teaching or helping role with a student or another person that resulted in an uncomfortable interpersonal incident, conflict matrix, or confrontation.
 - Describe the situation as it occurred at the time.
 - What decisions did you make when the situation occurred?
 - How did you feel about the situation at the time you were experiencing it?
 - How do you think the other person felt about the situation?
 - How do you feel about the situation now?
 - What would you change about the situation, if anything?

Human Relations Incident # 2

“I had a large class of thirty third-grade students for an art lesson on paper design. The students needed a lot of assistance and teacher modeling because this project was new to them. One student did just the opposite of what was requested and I responded with shock and said, ‘What are you doing?’ I felt irritated and wondered how the child could be so dumb. But now I wonder if I hurt the child's self-confidence and in the future I want to handle the situation differently.”

“In one of my seventh grade art classes, I was attaching post-it notes on the student's art work to be sent home. Out of the corner of my eye, I saw one boy take the two notes from his art work and hide them in his pocket. This boy is a discipline problem, so I figured he might use these notes in a different way than I intended. I curtly requested the boy to return the notes. His eyes got large and he returned only one note. I then became quite angry because he returned only one of the two notes. I figured he thought he was fooling me by returning only one of the two notes. I scolded him in front of the class so the entire class would understand what might happen when a student disobeyed my directions. He returned the second note and sat down, covering his face with his hands. The students all seemed to understand that I have a low tolerance for horseplay. I had fewer occasions of student misconduct during the next several weeks.”

Please write several paragraphs that respond to the following:

1. What is your response to the two teachers' reactions to the students' behaviors?
2. How do you handle similar discipline situations?

EDU 5101 Module Presentation

<i>Levels:</i>					
<i>Criteria:</i>	Unsatisfactory (0-4)	Basic (5-6)	Proficient (7-8)	Distinguished (9-10)	Score
Organization	Lack of organization distracts from message.	Information at times choppy and confusing because of organization. Transitions abrupt and disorienting.	Somewhat organized; transitions for the most part are logical and smooth.	Well-organized and logical; the transitions enhance the effectiveness of the presentation.	
Presentation Mechanics	Inaudible at times and not original in presentation. Visual aides and/or handouts nonexistent.	Little engagement of audience; lack of originality was apparent as interest waned. Visual aids and/or handouts few or not helpful.	Has moments of interest and creative at times; visual aids and handouts are used effectively. Clearly articulated.	Is unique and engaging; creatively capturing the interest of the audience and maintaining it. Variety of visual aids and/or handouts enhance lesson. Apparent enthusiasm and confidence.	
Content	Inaccurate understanding of module and best practice. Sees little importance of module use in own classroom.	Shows understanding of module but some content may mislead audience.	Mostly accurate with a few inconsistencies or errors in information; mentions learning styles.	Portrays accurate information and understanding of module in best practice; addresses various student learning styles.	
Class Engagement	Engagement of audience is nonexistent.	Lesson is mostly "teacher talk" with little effort to engage audience.	Some questioning of audience is used. Engagement of audience is superficial.	Demonstrates inferential questioning and engages students in the lesson and the learning.	
Accompanying worksheets (2) Pre/post learning	Both worksheets are missing.	Incorrect worksheet(s) and/or worksheets show little thought.	Two worksheets are complete and handed in on time. Makes connections to prior knowledge.	Two worksheets are handed in on time and show relevancy to module content; connections with prior knowledge leads to new understanding.	

EDU 5101 Application Paper

<i>Levels:</i>					
<i>Criteria:</i>	Unsatisfactory (0-4)	Basic (5-6)	Proficient (7-8)	Distinguished (9-10)	Score
Content	Content of course is ignored. Application in classroom is vague and unclear.	Content of course is mentioned but unexplored. Lacks detailed explanations, supporting examples and/or application.	Content contains interesting ideas with some reflection; application is mentioned but not thoroughly explained. Does not reference information from course.	Content demonstrates understanding of course material as well as original thought and insight; in reflection, application of course is explored and clearly expressed.	
Organization	Thesis is nonexistent. Lacks consistent organization.	Thesis is attempted but unclear. Main ideas are vague and connections are confusing.	Thesis is understood, but there may be extraneous details or unclear transitions between thoughts.	The organization of the essay enhances the thesis. Supporting information is presented logically and transitions between ideas are smooth.	
Sentence Fluency and Word Choice	Sentence structure and word choice makes the paper difficult to read and understand.	Little variety in sentence structure; word choice is inappropriate or limited.	Sentence structure is effective; appropriate word choice.	Sentence fluency shows a high level of sophistication. Strong and specific word choice conveys exact meaning.	
Voice	Voice seems distant and/or detached from message.	Voice is apparent but somewhat stilted or vague.	Voice is sincere; some hesitancy to commit to message.	Voice is original and passionate; engagement is apparent; conveys a true and effective message.	
Conventions	Grammatical and/or spelling errors distract from message; does not follow MLA standards. Works Cited page is missing.	Contains frequent grammatical and/or spelling errors; an attempt is made to follow MLA standards. Works Cited page has multiple mistakes.	Grammatical errors do not hamper the overall effect; follows MLA standards. Works Cited page is inaccurate in places.	Proofreading is obvious and thorough; follows MLA standards. Works Cited page is included and correct.	

EDU 5102 Article Review

	Unsatisfactory (0-4)	Basic (5-6)	Proficient (7-8)	Distinguished (9-10)	Score
Article Quality	Article is not of a scholarly nature. Author may or may not be credible in the field.	Article may be interesting but shows bias or uses an overly emotional tone.. Facts and/or information is of questionable source or quality.	Article is a current publication. Most of the article information can be verified but the reliability could be questioned.	Article is a current publication. Article information is verified from peer-reviewed, scholarly, and/or authoritative sources. The reader is confident the sources are truthful, accurate, and verifiable.	
Analysis/Content	Analysis is a summary of article; may show misunderstanding or mis-application of key points. No citations of key points of article.	Analysis is a retelling or restatement of article information with little analytical thought. May use citations with little regard for meaning.	Analysis has a general focus. Direct references to the text support personal application.	Analysis is logical and focused. Writer uses prior knowledge to connect with information in article for a deeper understanding of topic. Uses citations and references the text.	
Organization	Analysis shows little or no evidence of purposeful organization or organization distracts from understanding.	Analysis has a beginning, middle, and/or end; reader may have difficulty following writer's thinking.	Analysis is sufficiently organized for reader to follow ideas but may have insufficient transitions from one thought to the next.	Analysis is coherent with a clear beginning, well-developed body, and strong ending. Transitions are effective and analysis has a logical sequence.	
Writing Conventions	Grammatical, word choice, and/or spelling errors distract from analysis; does not follow MLA standards.	Contains frequent grammatical, word choice and/or spelling errors; an attempt is made to follow MLA standards.	Grammatical, word choice, and/or spelling errors do not hamper the overall effect; follows MLA standards.	Proofreading is obvious and thorough and results in a well-written analysis; follows MLA standards.	

Balanced Assessment Project: Guidelines

Balanced Assessment and Rubric Guidelines

Working individually or in a small group, develop an original balanced assessment for learning objectives over a unit you teach in your classroom.

Selected Response and Constructed Response Guidelines

Design both selected response and constructed response test items for the same learning objective(s)/unit.

The following guidelines will help you prepare your items:

- Include 10 selected response items representing Bloom's taxonomy where age appropriate.
- Include at least two (2) close-ended constructed response questions and at least three (3) open-ended constructed response questions.
- Include scoring guides/rubrics for your five (5) constructed response items.

You may include more test items if you need them to fully assess the unit.

Performance Event/Authentic Assessment Section

- Using the information covered in class, plan a performance event/task to evaluate the objective(s)/unit, addressing all the components covered: design of the task, scoring criteria, and student preparation.
- Design and create any handouts or visuals you will use in the classroom. Avoid copying or retyping handouts provided from a resource such as a textbook resource pack, project workbook, etc... These resources are good and should be utilized in your teaching, but for this project I want to see YOUR work. Use your resources to help you develop your own ideas and build on that! Do not use copyright protected materials.
- Create a rubric for the event/task and the criteria for assessing it. The rubric should be clear and understandable. You may use a table or column format—use what fits your subject and age of student. On-line rubrics may be a source of additional models of rubrics in your content area.
- Be creative!! Try to think of a task that is meaningful for your students - one where they would see a direct connection between their lives and the assessment.

In a written narrative describe each component of your assessment with a short paragraph of explanation for each.

Also Include (either on the assessment OR in your narrative):

- Identify learning objective/benchmarks/indicators(s) of the unit that you teach in your classroom.
- Determine “**mastery**” of an indicator or objective. You will need to have more than one item per indicator/objective. Use the planning guide sheet to help you.
- Plan for differentiated instruction based on data assessment gives you (re teach, extensions, etc.)

Project Summary:

- 10 selected response questions
- 2 closed-ended constructed response questions – include scoring guide/rubric
- 3 open-ended constructed response questions – include scoring guide/rubric
- 1 performance task/event – include scoring guide, rubric

EDU 5102 Assessment Strategies

Assessment Component	Unsatisfactory	Basic	Proficient	Distinguished
Selected Response (20)	Fewer than 6 selected response items (5). No selected Response (0).	Fewer than 8 selected response items (10)	Fewer than 10 quality selected response items (15)	10 quality selected response items (20)
Constructed Response (25)	Item types are not correctly represented; Bloom's Taxonomy levels are not clear or do not match the objective (10). Items are missing (0).	Distinction between open and closed-ended response question is not clear; only one level of Bloom's Taxonomy is represented by the constructed response questions (15).	Good distinction between open and closed-ended responses; various levels of Bloom's Taxonomy are represented, and/or matches the level of the objective as written (20).	3 open and 2 closed-ended response questions; clear distinction of open and closed-ended responses, items representing various levels of Bloom's Taxonomy, and/or matches the objective as written (25).
Open-ended Constructed Response Scoring Guides (5)	Scoring guides are specific enough to be used appropriately (2). Not attached (2).	Scoring guides are not clear and specific (3),	Scoring guides are appropriate and understandable (4),	Scoring guides are clear and specific for each constructed response item (5).
Performance Assessment Components: Task design (20)	Task holds little meaning; is not connected well to objective(s) (5).	Task is somewhat meaningful & matched to objective(s); unclear definitions; unclear evaluation criteria (10).	Task is in a meaningful context; matched to objective(s); definitions given; evaluation criteria given (15).	Task is in a realistic, meaningful context; clearly matched to objective(s); clear definitions; elaboration on evaluation and clearly assesses the objective (20).
Rubric for Performance Event/Task (10)	Many clarity issues; criteria doesn't match objectives (2).	Some clarity issues and criteria not in alignment with objectives (5).	A few clarity issues; criteria matches the objectives (7).	Clear and understandable; criteria matches objectives (10).
Narrative (10)	Neither objectives nor level of mastery is included in narrative (0).	Only objectives or level of mastery is included (5).	Objectives listed and mastery level for the assessment is included (7).	Clearly states objectives assessed and mastery level for each (10).
Plan for use of data (included in the narrative) (10)	Does not include plans for instructional use of data (0).	Vague or unclear plans for instructional use of data (5).	Clearly identifies plans for 2 or more instructional uses of data (7).	Clearly identifies plans for 3 or more instructional uses of data (10).
TOTAL for Assessment Project				
Presentation (20) Bring copies for class and instructor. Bring a self-addressed stamped envelope for rubric/assignment return.	Lacks organization, brief description of balanced assessment, no plans to use data (5).	Organization issues, brief description of balanced assessment, brief reference to plans for using data (10).	Somewhat organized, refers to original assessment, describes balanced assessment, refers to use of data (15).	Organized, detailed presentation of new balanced assessment or revision from an original assessment and plans for use of data (20).
TOTAL for Presentation				

EDU 5103 Curriculum Development and Design: Integrated Curriculum Unit (3 sections)

	Unsatisfactory	Basic	Proficient	Distinguished	Score
Section I					
Title, Grade Level, Subject - Template (15)	Template has missing sections-incomplete	Template is completed at a basic level. All sections contain some information.	All sections of the template are complete. Evidence of thought and planning can be identified.	All sections of the template are complete. Evidence of higher level thought and planning can be identified.	
Objectives (10)	Objectives are missing, unclear, and/or are not aligned to state/district standards.	Objectives do not provide a sense of what students will know and be able to do as a result of the lesson. Alignment of objectives to state/district standards is misleading.	Objectives provide some sense of what students will know and be able to do as a result of the lesson. There is an attempt to align objectives to state/district standards.	Objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are clearly and closely aligned to state /district standards	
Assessment: Summative (10)	At least one assessment type is included. Not aligned with objectives	At least one assessment type is included. Some concerns about alignment of assessments with objectives.	At least two different assessment types are included. Assessments are aligned with objectives.	At least three different assessment types are included. Assessments are aligned with objectives.	
Performance Task and Assessment (20)	Task holds little or no meaning; task is not connected well to objectives. Rubric is missing or expectations are unclear. Rubric criteria doesn't match objectives	Task is somewhat meaningful & matched to the objectives; unclear definitions; unclear evaluation criteria. Rubric included but there are clarity issues and rubric may not be in alignment with objectives.	Task is meaningful in context; matched to objectives; stated definitions; evaluation criteria included. Rubric included; criteria match objectives but may demonstrate a few clarity issues.	Task is in a realistic, meaningful context; clearly matched to objective(s); clear definitions; elaboration on evaluation and clearly assesses the objective. Clear and understandable rubric included; criteria matches objectives	
(EDU 5103)	Unsatisfactory	Basic	Proficient	Distinguished	

Section II					
Lesson Plans (30)	One lesson plan is incomplete. Relationship to objectives hard to find. Cannot be taught as prepared.	One lesson plan is representative of unit and related to the objectives. Plans can be easily followed and are complete and ready for teaching	Two lesson plans are representative of unit and related to the objectives. Plans can be easily followed and are complete and ready for teaching. At least 4 learning activities included.	Three representative lesson plans are related to the objectives Plans are easily followed and are complete and ready for teaching. 5+ learning activities included. Planner went above and beyond requirements	
Instructional Strategies and Activities (10)	Strategies and activities are not based on research or theory and are unrelated to objectives. There is no evidence of activities for differences in students' learning styles or strengths.	Strategies and activities are research or theory based but may relate peripherally to objectives. Activities may not be accessible to students with different learning styles and strengths.	Strategies and activities are research or theory based. Not all strategies and activities relate to objectives. There is an attempt to engage all students in thinking and learning.	Instructional strategies and activities are research or theory based (e.g. Marzano, Cotton, Caine and Caine) and are a logical path to objectives. Strategies and activities promote active engagement, thinking and learning for all students regardless of differences	
Differentiated and Integrated Instruction (10)	No differentiated instruction or mention of integration is included in lesson plans.	Differentiated instruction is limited to gifted OR students with special needs. No integration is attempted.	Lesson plans include differentiated instruction for gifted students and students with special needs. There is an effort to integrate other subjects	Lesson plans clearly offer appropriate, creative, and well-integrated challenges for all levels, including gifted students and students with special needs	
Assessment: Formative (10)	At least one assessment type is included. Not aligned with objectives	At least one assessment type is included. Some concerns about alignment of assessments with objectives	At least two different assessment types are included. Assessments are aligned with objectives.	At least three different assessment types are included. Assessments are aligned with objectives	

(EDU 5103)	Unsatisfactory	Basic	Proficient	Distinguished	
Section III					
Conventions (10)	Lacks evidence of thought processes. Little or no apparent organization. Simple sentence structure with limited or no higher-level vocabulary. Proofreading is not apparent due to multiple errors in spelling, grammar or usage.	Thought processes and organization are recognizable but may be difficult to follow. Limited sentence structure and minimal use of appropriate vocabulary. More than 5 errors in spelling, grammar or usage.	Thought processes and organization are apparent. Varied sentence structure and some use of appropriate vocabulary. Minimal spelling, grammar or usage errors.	Clear thought processes and organization throughout. Varied sentence structure and appropriate vocabulary. No spelling, grammar, or usage errors.	
Supporting Materials and Resources (10)	Neither resources nor other supporting materials are listed or are not easily found. Handout(s) are missing.	Resources and other materials are listed but there is a question of whether they support the lesson plans. Handouts may be incomplete or poorly written.	Resources are listed but may be incomplete. Supporting materials are mentioned. Handouts are available but may lack clarity or details pertaining to lessons may be missing.	Resources for each lesson are detailed. Possible guest speakers and additional resources are noted. Supporting materials and handouts are complete and enhance each lesson.	
Technology (5)	No evidence of technology integration is demonstrated during the unit.			Technology is integrated into the unit's design.	
Presentation (10)	Presentation lacks organization. Minimal presentation of unit's components. Major points that define the unit are missing. Audience is confused.	Presentation organization concerns. Includes at least 3 major unit components but still incomplete presentation of project. Audience is left with questions.	Presentation is organized. Includes at least five major components from the unit. After presentation, audience has a fair idea of important components of the unit	Organized, detailed presentation of unit. Contains a brief summary of all important components. After presentation, audience has strong grasp of unit.	
Total Points (150)					

EDU 5531 Today's Learner Statement of Beliefs

Post Course Philosophy of Teaching Today's Learner	Unsatisfactory 0-4	Basic 5-6	Proficient 7-8	Distinguished 9-10	
Personal Philosophy	Philosophy is not easily understood and lacks a focus on key elements. It is apparent that there has been little or no thought of what constitutes effective teaching or life long learning.	Philosophy is understood but may not be logical or focused on the key elements of teacher/student roles, impact of beliefs/values/attitudes on learning, or effective teaching of diverse learners. Mention of learning for life may be missing.	Philosophy is understood. There is a focus on the key elements of teacher/student roles or the impact of beliefs/values/attitudes on learning or effective teaching of diverse learners. Attempt is made to tie in life long learning	Philosophy is clear, succinct and understandable. The essential areas of teacher/student roles, impact of beliefs/values/attitudes on learning and effective teaching of diverse learners are articulated. Shows a commitment to life long learning.	
Application	Application is less than a full page. It is evident student has made no or little attempt to connect learning from course content to a new understanding of today's learners.	Application is less than a full page and although it addresses teaching, the attempt to connect learning from the course content may be superficial. The challenge of teaching today's learners is mentioned.	The one-page application of learning addresses the student's awareness of teaching today's learners. There is an attempt to connect to personal learning from course work. Shows an increase in understanding of the challenge of effective teaching for today's learners.	The one-page application of learning addresses the student's expanded awareness of teaching today's learners. The explanation references connections to personal learning from course work: reading, researching, and experiences. Specific application shows greater understanding of the challenge of effective teaching for today's learners.	
Writing Conventions	Grammatical mistakes, word choice, spelling errors, and/or sentence structure distract from content, making it difficult to extract meaning	Reader understands philosophy content, but the grammatical mistakes, word choice, spelling, and/or sentence structure show little evidence of proofing or editing.	Philosophy is understood and shows evidence of the writer's proofing or editing. Sentence structure is appropriate	Philosophy is well written with appropriate word choice, spelling, and punctuation. Sentence structure is such that it enforces content.	
				Total	

EDU 5531 Today's Learner

Unit Enhancement to Address Diversity

	Unsatisfactory (0-4)	Basic (5-6)	Proficient (7-8)	Distinguished (9-10)
<p>Analysis of Existing Unit: What is the purpose/goal(s) of this unit? Based on the purpose/goal(s), what are the strengths and weaknesses of this unit? In what specific ways (activities, strategies, readings, etc.) is learner diversity addressed in this unit?</p> <p>Score:</p>	<p>Student attempts to analyze selected unit. Strengths and/or weaknesses, if noted, are not related to purpose/goals. Does not address learner diversity or lack thereof.</p>	<p>Student analyzes selected unit but analysis is incomplete. Strengths and/or weaknesses are listed but identification with purpose/goals and details are lacking. Learner diversity or lack thereof is mentioned but not in specific details.</p>	<p>Student analyzes selected unit. Strengths and weaknesses are identified. Learner diversity or lack thereof is specifically addressed</p>	<p>A clear and concise analysis of selected unit is evident. Strengths and weaknesses are identified and relate to purpose/goal(s) of the unit. Learner diversity or lack thereof is specifically addressed</p>
<p>Improvement Plan: Based on topics, concepts, and issues addressed in EDU 5531, what improvements can be made to the unit to more fully integrate multicultural content? By what means can the selected unit move beyond contributions or additive approach to transformation or social action?</p> <p>Score:</p>	<p>Student mentions course content but it is clear student has not tied course content to unit improvement. Specific application is little or none. Transformation or social action is not mentioned.</p>	<p>Student mentions course content that could be used to improve unit but minimal application is present. Although transformation and/or social action is mentioned, it is weak.</p>	<p>Student notes key ideas from course content and improves unit with specific activities and/or strategies, etc. Attention to transformation and social action is detailed.</p>	<p>Student elaborates on key ideas from course content and demonstrates the use of the key ideas in the improvement of the unit. Specific and varied details are presented that support change toward increased multicultural integration</p>
<p>Reflection/Future Understanding affirmed through the coursework: Reflect and share how as an educator, you will promote the infusion of various perspectives, frames of reference, and content from different diverse groups that extends the students'/school's understanding of the nature, development and complexity of society.</p> <p>Score:</p>	<p>Student's reflection on course content and application is not specific or detailed. Implementation for future use or social change is minimal or superficial.</p>	<p>Student reflects on learning and application of course content but does not clearly understand how this learning promotes needed change in society.</p>	<p>Student self-examination is apparent but may lack specificity. Future use of course material in the classroom as well as the impact on society is mentioned.</p>	<p>Student demonstrates self-examination in regard to the course content through specific details. These details support future use in the classroom and impact on the larger community of social justice.</p>

EDU 5531 Case Study Rubric

Criteria	Unsatisfactory (0-4)	Basic (5-6)	Proficient (7-8)	Distinguished (9-10)	Score
Description of Student and Summary of Situation	Description of student is incomplete. Summary of situation shows a lack of understanding of this particular student and situation.	Description of student and summary of the situation does not paint a complete picture of either.	Description of student and summary of the situation are complete, but questions remain. Contributing factors to the problem are not explored.	Description of student is complete and comprehensive. Situation is explained in specific details. Contributing factors to student's status are explored.	
Parental or Guardian Interview	Interview is lacking in key details and the information from parents is superficial to the situation.	Interview is a summary of parental involvement.	Interview addresses key questions about the student, his or her parent, and the reality of the situation.	Interview paints a vivid picture of the complexities of the student and situation and the parental involvement and decision-making.	
Business/ Civic Organizations /Resources and Descriptors	This list contains three (3) or less resources and descriptors (phone numbers, addresses, etc.). Pertinent information is nonexistent.	This list contains less than five (5) resources with descriptors. Pertinent information is available but incomplete.	This list contains no less than seven (7) resources with descriptors. There is an attempt to show how the resources may benefit the student.	The list contains no less than ten (10) resources with full descriptors. The information for each resource shows how the resources relate may benefit the student.	
Educational Resources/ Individuals/ Positions/ Strategies and Descriptors	This list contains three (3) or less resources and/or strategies and descriptors. Pertinent information is nonexistent.	This list contains less than five (5) resources with descriptors. Pertinent information is available but incomplete.	This list contains no less than seven (7) resources with descriptors. There is an attempt to show how the resources relate to or benefit the student.	The list contains no less than ten (10) resources with full descriptors. The information for each resource shows how the resources relate to or benefit the student.	
Writing Conventions	The case study reflects more errors in writing conventions than are acceptable for graduate level work.	The case study does not follow MLA format. Errors in spelling, grammar, and/or word choice affect the reader's understanding	The case study follows MLA guidelines but contains errors in spelling, grammar, and/or word choice. Errors do not distract from understanding.	The case study follows MLA standards and contain no errors in spelling, grammar, and/or word choice.	

EDU 5120/EDU 5121 ACTION RESEARCH PROJECT

Elements	Unsatisfactory 0-4	Basic 5-6	Proficient 7-8	Distinguished 9-10	Score
Abstract of the Project	The abstract is vague and provides few details about the study. Key terms are missing.	The abstract provides a sketchy overview of the study. A few components may be included in the abstract; purpose, method and content.	The abstract is a self-contained summary of the study. Key terms are identified along with the purpose, method, and content; problem, main findings, and conclusions.	The abstract is a concise, comprehensive, accurate, self-contained summary of the study with purpose, method, and content; problem, main findings and conclusions; all key terms are included.	
Introduction, Problem Statement and Question	The introduction, problem statement and/or question is missing or misdirected.	Key elements of the introduction, problem statement and/or question are vague and not aligned.	The introduction includes information about the researcher, the context and importance of the study. The problem statement describes a rationale for change, an outcome that supports student success and a question aligned with the problem statement.	The introduction includes detailed and clearly stated aspects of the context of the study, the importance of the study to the researcher and the educational community. The problem statement describes in detail what kind of problem is to be studied, who is affected, who or what is suspected of causing the problem, and a concrete attainable goal for improvement. The rationale for change is given. The resulting question is aligned with all aspects of the problem statement.	
Research-based Support for Change	There is no evidence of research supporting the project.	There are only 2 or 3 sources cited. The sources are questionable in credibility. The research project outcomes are not supported.	At least 5 sources from the literature are cited. All sources are credible and support the research project outcomes.	At least 7 sources from the literature are cited. All sources are credible and support the research project outcomes.	
Data Collection Plan	The plan is vague and does not contain the 3 needed components. Participants, materials, and procedures are not delineated. It would be difficult for others to replicate the study.	The plan of action provides details of the study but lacks the depth for someone to replicate without further clarification. One or more of the components is missing.	The plan of action includes all 3 components of the study; participants are described, necessary materials are identified, procedures provide an account of the steps used to complete the project. The study can be replicated.	The plan of action includes all 3 components clearly introduced to the reader. The participants, materials, and procedures are described in detail to show how the study was done. The plan is clear in its organization. A reader can judge its appropriateness and can replicate the study with success. The reader knows what was done, how it was done, and when it was done.	

Data Analysis Methods	Assessments/data collection strategies are absent or unorganized. These elements show little relevance to the subject. There is no explanation of the data.	Assessments/data collection strategies are presented but lack details or a clear analysis of what the data reveals. Results lack depth or understanding.	Assessments/data collection strategies are presented. Data is summarized and analyzed. Relevant statistics are included in the report. Appropriate data is reported through tables, charts, and figures. These are explained in the text.	Assessments/data collection strategies are presented systematically. Data is reliably and validly summarized. Strategies are included as to how the data was analyzed. The descriptions include statements concerning the development of interpretations and conclusions. Relevant statistics are included in the report. Appropriate data is reported through tables, charts, and figures that clearly explain the project outcomes and conclusions.	
Discussion and Analysis of Project Outcomes/Results	The results or outcomes have not been evaluated or analyzed for their implications to the project or education.	The results or outcomes show some evidence of analysis but lack a clear understanding of the implications to the project or education. There is little connection to resources used in the "Works Cited" section. Discussion is included but there are few indications of how data will impact future decisions.	The results or outcomes are analyzed and evaluated with discussion about implications. Conclusions are partially supported with data. The author makes references to literature and cites it in correct MLA format. Future implications of practice are discussed. Struggles and successes are explained.	The results or outcomes are analyzed and evaluated with discussion about implications for education and teaching. Conclusions are supported from the findings and results. The author utilizes research from literature and cites in MLA format. Discussion shows careful thought and clear planning for future implementation of practice. Struggles and successes are discussed with suggestions for others.	
Dissemination of Results and Future Directions	There is no plan for disseminating results.	The plan for disseminating results is vague.	The plan describes a method of disseminating the study's conclusions.	The plan describes at least two methods for disseminating conclusions of the study and a brief description of the intended audience(s). There is a clear description of how future directions may be implemented.	
Writing Conventions and MLA format	Writing is unclear and errors in conventions distract from content. "Works Cited" is missing. MLA style is ignored. Expectations of graduate work are not met.	Transitions are awkward or missing. Writing conventions and word choice contain multiple errors. There is an attempt to use MLA standards. Sources may not contain annotations.	Transitions enhance the organization. Writing conventions and word choice contain only a few errors. Correct MLA style is observed.	Writing is clear and objective with no serious errors. Style shows strong voice, word choice and fluency as well as unique and creative presentation. Correct MLA style is observed.	

EDU 5120/EDU 5121 Action Research

Oral Presentation Rubric

Oral Presentation of Action Research Project	Unsatisfactory 0-4	Basic 5-6	Proficient 7-8	Distinguished 9-10	Score
	<p>The action research project is presented. It may have organization but be difficult to understand. Data shows little or no relationship to the goals and outcomes of the plan. No mention of how to implement the plan into the classroom. No visuals are used. The participant attempts to answer questions but answers are vague and confusing. Time is either too short to do justice to the plan or presenter goes over time limit.</p>	<p>The action research project is presented. It is somewhat organized. The data shows relationship to the goals and outcomes of the plan. There is an absence of further evolution in the classroom. Visuals are limited in their use to explain data. Some positive and negative aspects of the plan are available. The participant answers some questions with knowledge but gives little detail. There is no plan for further evolution of the plan. Presenter stays to the time restrictions.</p>	<p>The action research project is presented. Organization leads to understanding. The relationship of the data to goals and outcomes is shown. There are adequate visuals used to detail data findings. Discussion of the plan's implementation in the future is present. Visuals are present but are somewhat limited in their explanations of the data. Both positive and negative aspects of the plan and the project are discussed. The presenter answers questions with knowledge and experience. Stays to time restrictions.</p>	<p>The action research project is presented in an organized, detailed and thoughtful manner, easy for the audience to follow. The plan shows a clear, systematic relationship to the data outcomes for the project. The plan shows others how to implement and use the plan. The presenter discusses how the plan will continue and evolve as necessary for student/teacher success. Both positive/ negative, and ongoing aspects of the plan/project are discussed in detail. The presenter answers questions with knowledge, experience, and confidence. Stays to time restrictions.</p>	

EDU 6104 FOUNDATIONS OF GRADUATE WRITING TRICKY WORDS

Tricky Words presentation	Basic 0-2	Satisfactory 3	Total
Handout	Handout is not available or not everyone receives one. Handout is not user friendly.	Each classmate and the instructor receive a handout. Handout is well-organized and easy to understand.	
Visual	Information is read from the handout only. A visual is not used.	In addition to the handout, the information is presented in a visual form (PowerPoint, overhead, poster, etc.)	
Definitions	If definitions of words are present, they may not be complete, may lead to confusion, and/or may not have parts of speech listed.	Definitions are complete without adding to confusion and have the parts of speech listed.	
Hints for use	Hints for understanding the definition or use of the word may be creative but not helpful or may be lacking.	Hints are helpful in understanding the definition and in the use of the word (s).	
Words used in sentence	Words are not used in sentences or sentences may be grammatically incorrect.	Each word is used correctly in a sentence.	
List of resources	No resources listed or an incomplete resource list.	Handout includes a resource list: source, date, etc.	
Total			

Comments:

EDU 6104 Foundations of Graduate Writing

Writing #1	Basic (0-3)	Proficient (4-5)	Score
Title	The title is inappropriate for this piece of writing and/or does not invite the reader to continue.	The title is appropriate for this piece of writing and catches the attention of the reader.	
Voice	The author shows little or no connection to the topic. It is difficult for the reader to “see” the author.	It is obvious the author is engaged in the topic and has something to say. Voice is evident and “paints” a picture of the author.	
Content	There are unnecessary details or repetition in the writing. The author has strayed from the prompt.	The writing is exact and stays focused. The author shows an original slant on the prompt.	
Total			

Comments:

Analysis	Basic 0-3	Proficient 4-5	Score
Introduction	Title is nonexistent or uninteresting. Article title and/or author are missing. Article content may be misunderstood or mislead the reader. Thesis is not a statement of position or belief.	Title is thought-provoking. First sentence is attention-getting. Article title(s) and author(s) are introduced. Background information is sufficient for reader to understand the importance of the paper. Thesis states a position (the position of the writer and the focus of the paper).	
Body and Conclusion	Body paragraph(s) lacks detail and/or examples that support the reader's position. Writer does not refer to article content. Analysis is missing a conclusion or fades at the end.	Body paragraph(s) support and substantiate the position through specific detail and example(s). Ample quotations from article are included. Conclusion brings closure to analysis.	
Documentation	There is no documentation or there is an attempt made to document but falls short of MLA standards. There is no Works Cited page or Bibliography or there are multiple mistakes in listing.	Documentation is according to MLA standards. Punctuation of quotation(s) and paraphrasing is correct. Works Cited page is MLA.	
Conventions	Multiple mistakes in <input checked="" type="checkbox"/> grammar, <input checked="" type="checkbox"/> word choice, <input checked="" type="checkbox"/> verb tense, <input checked="" type="checkbox"/> pronoun/antecedent <input checked="" type="checkbox"/> sentence structure and <input checked="" type="checkbox"/> punctuation distract from content.	Verbs are present tense. Analysis remains in third person. There is a variety of sentence structure with correct punctuation (commas, semicolons, colons, etc.). Active rather than passive voice is used. Pronoun use is correct. Word choice is appropriate.	
Total			

EDU 6104 Foundations of Graduate Writing

Autobiography	Basic 0-3	Proficient 4-5	Score
Introduction	Title is nonexistent or uninteresting. Introduction's length doesn't do justice to topic. Background information is sketchy or misleading.	Title shows creative thinking. First sentence is captivating. Background sentences keep reader's interest, answer reader's questions, and leads reader to the thesis.	
Thesis Statement	The thesis may be missing or the wording may make the thesis statement or purpose of the paper unclear.	The thesis is one clear, complete, and sophisticated statement. From the thesis, the reader knows what to expect in the paper.	
Body Paragraphs	Support for the thesis is limited or examples are weak. Topics of paragraphs are unclear or questionable. Repetitious support. Transitions are awkward or nonexistent.	Reasons, concrete examples, and/or evidence are sufficient and effectively support the thesis. There is significance to each piece of evidence. The topic of each paragraph is apparent. Transitions between ideas are effective.	
Conclusion	There is an attempt to conclude autobiography but it is weak. There may be new information with no room to develop it.	The conclusion connects with the reader as it summarizes the paper's content. It brings closure without adding new information.	
Conventions	Multiple or repetitive mistakes in grammar, punctuation, and word choice. Awkward sentence structure or sentence structure that has little variety distract from content. <ul style="list-style-type: none"> • Pronoun/antecedent agreement • Subject/verb agreement • Verb tense • Commas • Semicolons and colons 	Evidence of proofreading/editing. Mistakes in grammar, punctuation, and spelling are few. There is evidence of acceptable verb tense and correct pronoun use. Effective word choice and a variety of sentence structure lead the reader to a clear understanding of the topic.	
Voice	Writer seems to have little interest or connection with the topic.	Voice is original and creative and writer's intent is to share something important.	
MLA Standards	There is inaccuracy in using MLA standards of writing.	Autobiography is written according to MLA standards, including heading, header, spacing, and references.	
Total			

Comments:

MAEd Program Required Experiences in Technology

	EDU 5101 Learning Theories and Instruction	EDU 5102 Assessment Strategies	EDU 5103 Curriculum Development and Design	EDU 5531 Today's Learner	EDU 5120 Action Research EDU 5121 Inquiry and Research	EDU 6104 Foundations of Graduate Writing	EDU Electives	Liberal Arts Electives	Technology Course	Portfolio
1. Email										
2. Word Processing										
3. Spreadsheets										
4. Presentation Software										
5. Electronic Discussion Boards										
6. Remote Connections										
7. Web-Based Research										
8. Web-Based Social Networking										
9. Student Data Systems										
10. Web-Based Course Management										
11. Digital Meeting Software										
12. Uploading Data										
13. Other										

This matrix presents technology requirements in the required courses as reported by the instructor and included in various syllabi. All candidates may experience the 12 requirements multiple times during coursework for the MAEd degree. For this purpose only, definitions follow.

- Email: messages sent via a network.
- Word Processing: programs for creating, editing, and printing a document.
- Spreadsheets: programs in which numbers in grids can be manipulated.
- Presentation Software: slideshow applications.
- Electronic Discussion Boards: online discussion sites or chained discussion links.
- Remote Connections: accessing data or applications via login to another desktop.
- Web-based Research: researching a subject via the internet.
- Web-based Social Networking: sharing activities or interests online.
- Student Data Systems: relational systems for student data.
- Web-based Course Management: Blackboard or Moodle for course support or online course.
- Digital Meeting Software: virtual meeting via the internet.
- Uploading Data: sending data from a local to a remote system.

Additional experiences include Smart Board, Skype, Web 2.0 and Google Tools, Blogs, Digital StoryTelling, Graphic Organizer Software, etc.

NOTE: IF STUDENTS REQUIRE PORTFOLIO INFORMATION, HAVE THEM CONTACT SOE.

MAED PROGRAM PORTFOLIO

MAEd CORE COURSES

- EDU 5101 Learning Theories & Instruction
- EDU 5102 Assessment Strategies
- EDU 5103 Curriculum Development & Design
- EDU 5531 Today's Learner
- EDU 5120 Action Research in the Classroom/EDU 5121 Inquiry and Research/
EDU 5108 Differentiated Classroom Instructional Practice
- EDU 6104 Foundations of Graduate Writing (a requirement for those students entering the program after 8/2008)

REFLECTIONS

- **Professional autobiography** should be at least 3 pages (see rubric) in length. You will want to provide a word picture of who you are, including your educational background, when and where you have taught, and what brought you to Baker University SOE's MAEd program.
- A **reflection** for each of the core courses (a core course may have more than one artifact). Each reflection addresses the work in the course and the contribution the artifact(s) and the course made to the development of the proposition(s), application in the classroom, and your growth as an educator (See rubric).

A course reflection should be 2 pages in length (See rubric).

A course reflection may not represent all Propositions, but all Propositions are represented in the Portfolio reflections.

- The **final program reflection** should be 1 ½ pages to 3 pages in length. Include your program experience, how courses worked together and how the program has affected you, your teaching, and your educational leadership. Explain how you have grown and how you have applied the MAEd program in your classroom and in your building. Answer the question "What is next?"

ARTIFACTS

- Graded copies of your projects/papers are preferred. If you are unable to include a graded copy, then include a clean copy with rubric, checklist, instructor's comments, and/or grade.

ORGANIZATION

- In organizing your materials, you may want to use a content page as well as tabs to separate sections.
- You may want to use plastic sleeves.
- 3 ring binder – 2 -- 3 inches.

PRESENTATION

- **Content and Length:** Each student takes 5-10 minutes to share with the class a specific class, artifact, course, or reflection included in the portfolio.
- A cohort's portfolio presentation date is on the cohort schedule. Open enrollment (Overland Park and Wichita) portfolio presentations are scheduled the first Monday in May for May MAEd graduates and the third Monday in August for August graduates and last Monday in November for December MAEd graduates.

The Master of Arts in Education (MAEd) Portfolio Rubric

Criteria	Unsatisfactory	Basic	Proficient	Distinguished	Score
Connecting Artifacts to NBPTS Propositions	Connections to Propositions are missing from the course reflections.	Connections to Propositions are mentioned in course reflections but may be vague or unclear.	Connections to Propositions are represented within the course reflections and documented.	Connections to Propositions are represented within the course reflections and all Propositions are documented and proven.	
Content of Reflections	Each course reflection conveys little evidence of personal response or application in the classroom.	Each course reflection mentions superficial engagement with the course content and artifacts.	Although each course reflection demonstrates engagement with the course content and artifacts; however, there is little or no mention of application in the classroom.	Each course reflection demonstrates engagement with the course content and artifacts and show course application in the classroom.	
# of Required Reflections for Overall Portfolio	Fewer than three reflections and artifacts are included in the Portfolio.	At least three reflections and artifacts are included in the Portfolio.	At least four reflections and artifacts are included in the Portfolio.	Required courses and artifacts are matched with their own reflections.	
Length of Individual Reflections	Reflections are less than one-half page in length double-spaced.	Each reflection is at least one-half page in length double-spaced.	Each reflection is at least one and one-half double-spaced word processed pages in length.	Each reflection is at least two double-spaced word processed pages in length.	
Organization and Writing Conventions	Writing conventions do not meet standards for graduate work. Organization of contents is confusing or causes difficulty in finding key components of portfolio.	Reflections are written in MLA form but errors of usage, spelling, or punctuation distract from content. Portfolio includes a content page and/or tabs but reflections may be difficult to access.	Reflections are written in narrative form following MLA standards with few errors. Portfolio includes a content page and tabs and organization aids the reader.	Each reflection is written in narrative form following MLA writing standards without errors of usage, spelling, or punctuation. Portfolio includes content page and tabs. Organization is exceptional.	
Professional Autobiography and Final Program Reflection	Neither autobiography nor program reflection is present.	One or the other (the autobiography or program reflection) is missing or the one page does not give a picture of the candidate or program.	Both "bookend" pieces are present, 1 and ½ - 2 pages, with few errors, but may not give a complete picture of the candidate and program.	Both "bookend" pieces are present, 2-3 pages, without errors, and paint a picture of MAEd candidate and the MAEd program.	

Baker University Graduate School of Education (SOE) Information for Faculty and Adjuncts

Program

Baker University graduate SOE includes the following degree programs: Master of Arts in Education (MAEd), Masters of Science in Teaching (MST) (Restricted Licensure), Masters of Science in School Leadership (MSSL), and the Doctorate of Education in Educational Leadership (EdD).

Enrollment

Students enroll in cohorts located in or near their school districts or in open enrollment located at 7301 College Blvd., Overland Park KS 66210 or at Building 400, 3450 N. Rock Road, Wichita KS 67226. Students enrolled in a cohort follow a schedule that is set at the beginning of their program. Students in open enrollment enroll in Fall I and Fall II, Interterm, Spring I and Spring II, and Summer I and Summer II according to their program progress.

MSSL and MAEd Policy and Programs Handbook:

Every MAEd candidate receives an *MSSL and MAEd Policy and Programs Handbook*. This *MSSL and MAEd Policy and Programs Handbook* is distributed at the MAEd orientation. A candidate is governed by policies and guidelines detailed in this program handbook specific to the calendar year in which he or she enters the SOE program. Direct students to contact Sandee Jamour at the graduate SOE office at 8001 College Blvd., in Overland Park or contact her at sjamour@bakeru.edu or 913-344-1223 if a student has questions about his or her program.

SOE Bibliography

The School of Education Bibliography provides support for the instructional strategies that are promoted and modeled by department faculty. The Bibliography can be found on the Baker University website www.bakeru.edu. Choose “SOE” then choose “Faculty/Staff” then “Resources.”

Class Time

Class time for open enrollment in Overland Park is 6:00 – 10:00. In Lee’s Summit and Wichita, class time is 5:30 – 9:30. In MAEd cohorts, class time is 5:00 to 9:00; MSSL cohorts meet from 5:30 – 9:30.

Class Representatives (Class Rep)

Each cohort has a class rep. The class rep answers an instructor’s questions about location and available resources at the cohort site, contacts classmates via email, and is responsible for EOC surveys. Contact Sandee Jamour sjamour@bakeru.edu for class rep contact information.

Assignment

When you have completed the application process and have agreed to accept a course, Bethany Teppe bteppe@bakeru.edu makes the assignment and contacts the appropriate departments. You then receive a teaching confirmation for that course.

Technology Assist

If you experience any trouble with Baker technology (BlackBoard, LCD projectors, Baker email, etc.), contact the Help Desk at 785-594-4544 or helpdesk@bakeru.edu.

Baker Email

When you agree to teach for Baker University SOE, you are issued a Baker email account. SOE contacts you through this email address. The instructions to log onto your email account are listed below.

- Go to www.bakeru.edu and then “School of Education.”
- Choose “Faculty and Staff.”
- Choose “eTools.”
- Choose “MyBaker email.”
- Your username is your first initial, last name “bteppe@spsgmail.bakeru.edu”
- Your password should be “**faculty.**”

Remember to check your Baker email account frequently. If you have any questions or problems with your Baker email, contact the Help Desk at 785-594-4544 or helpdesk@bakeru.edu.

TaskStream

TaskStream is an online program used by the MSSL program to create student portfolios. MAS course instructors receive an account with a username and password from Sandee Jamour before they begin the course. Each instructor is required to have students upload specific assignment(s) included in the student’s portfolio. The instructor is also required to complete a professional skills about each student at the completion of the course. If you have questions or problems concerning TaskStream, contact Sandee Jamour sjamour@bakeru.edu or 913-344-1223.

Facilities

SOE pays for use of facilities in cohort locations and at Baker buildings. If you need to be absent, an emergency causes the class to be cancelled, or you plan an off site class, contact Bethany Teppe bteppe@bakeru.edu (in Wichita, Mike Meier mmeier@bakeru.edu) in advance or as soon as possible so room arrangements can be cancelled for that evening.

Faculty Portal

Each student and adjunct has a portal that includes program and course information. On the faculty portal, you can access cohort locations and class lists, submit class attendance and final grades, and find a reimbursement form. For faculty portal access information and password, contact Sandee Jamour sjamour@bakeru.edu

Textbooks

It is your responsibility to order texts for students in your assigned course. The approved texts for the MSSL and MAEd programs are listed in the Curriculum Guides under “Resources.” As early as possible before your assigned course begins, contact Eric Braun for textbooks at ebraun@bakeru.edu 913-344-6075 and copy Bethany Teppe bteppe@bakeru.edu (in Wichita , Mike Meier mmeier@bakeru.edu) on the order. Textbooks are delivered directly to the students or are in the room when you arrive the first night of the course. If you arrive to find missing books the first night of a course, first contact the front desk person in the Baker building (in cohort locations, contact Erik Braun as soon as possible).

Syllabus

A syllabus template is included in this Curriculum Guide. Use this template to complete the syllabus for your assigned course. The rubrics for the required courses included in this CG must be a part of the syllabus.

Send an updated syllabus before this course begins (and before you make copies to give to students) to Bethany Teppe bteppe@bakeru.edu (in Wichita Mike Meier mmeier@bakeru.edu) as an attachment. You do not have to send a syllabus to any other request.

Attendance

Attendance must be taken and submitted to the faculty portal after each class time. Note: Accurately reporting attendance is a mandatory faculty responsibility; it is not at the instructor's discretion. Our new computing system documents attendance for two very important systems: financial aid and student records. The enrollment department also depends on a numbers report that is compiled monthly for each course. Careful attention to this detail reduces multiple problems for our students and our record departments.

In event of a class time cancellation, a makeup date must be decided and approved by Bethany Teppe bteppe@bakeru.edu or Mike Meier in Wichita mmeier@bakeru.edu

If a student is absent two class times, contact Whitney Farnham wfarnham@bakeru.edu in Student Services as soon as possible.

Grades

Final grades (in letter form) must be entered to the portal **8 days** after the course ends. If you have final papers to be returned to students, please ask for a self-addressed stamped envelope on your syllabus and mail the papers within **2 weeks** or have students submit assignments electronically and return them the same way. SOE does not reimburse for travel or postage to return assignments.

End of Course (EOC) Surveys

A paper student EOC survey is used in cohorts and other SOE sites. In cohort locations, the class rep is responsible for the EOC survey after the course ends and the instructor has left the classroom the last evening. In open enrollment, ask someone to take the responsibility to hand out, pick up, and deliver EOC surveys to the person at the front desk.

MLA Standards

SOE programs with the exception of the EdD program use the MLA Standards for written assignments. If you would like an "MLA Style Guide" for use with the course assignments, you can find one online at www.bakeru.edu or request one from SOE.

Weather

In all seasons, adverse weather may affect course dates. Stay in touch with Bethany Teppe bteppe@bakeru.edu or her cell 816-896-0524 as well as the class rep on days with inclement weather. In Wichita, stay in touch with Mike Meier mmeier@bakeru.edu SOE makes the call for open enrollment closings by 3:00. For cohorts in locations besides Baker buildings, SOE takes into consideration the district's closing. Information about closings is posted on the website www.bakeru.edu by 3:00 on the day of the adverse weather.

Collins Library

Instructors as well as students are invited to use Baker University Collins Library. Students log on with the ID number from their BU cards; the pin is each student's last four digits of their SS#. The following is a temporary ID number: 10000200047750 and PIN: 7075 if a student or instructor does not have a Baker University ID card.

Payment and Reimbursement

An adjunct instructor receives \$2100. For questions about payment, mileage, and other reimbursement, contact Sandee Jamour at sjamour@bakeru.edu.

When a course ends, if grades are submitted by the 1st of the month, payment is the 15th of the month; if grades are submitted by the 15th of the month, payment is made the last day of the month. For all reimbursements, prior approval and a receipt is required.

Moodle

Moodle is a course management online system and is encouraged for use with both online and on ground courses. An approximate timeline follows:

- 8 weeks from course date: Instructor notifies Sandee Jamour sjamour@bakeru.edu of the need for a Moodle course shell.
- 7 weeks from course date: Sandee creates a course in Moodle Test which the instructor uses to design the course. The instructor receives a notice that the Moodle Test shell is available.
- 6 weeks from course date: Sandee creates the course in Moodle Live, assigns the instructor, and links the course to BakerVue to enroll the students in the Moodle course. Any changes to student enrollment from this point on are automatically updated in the Moodle course.
- 2 weeks from course date: An instructor completes the course design in Moodle Test.
- 2 weeks from course date: Students receive information and a Moodle tutorial instructing them how to log in to Moodle.
- 1 week from course date: An instructor backs up the course content in Moodle Test and saves the course to a personal computer. The process is not complete without this step. An instructor then transfers content to the course in Moodle Live.

Baker University Building Locations

Overland Park SOE offices
8001 College Blvd
Overland Park, KS 66210
913-491-4432

Lee's Summit Baker University
1278 Windsor Drive
Lee's Summit, MO 64086
816-582-3218

Topeka Baker University
2641 SW Wannamaker
Suite 102
Topeka, KS 66614
785-272-6442

Baker University
College of Arts and Sciences
P.O. Box 65
618 Eighth Street
Baldwin City, KS 66006
785-594-6451

Overland Park SOE Classrooms
7301 College Blvd
Overland Park, KS 66210
913-344-1277

Northland Baker University
Northpointe Circle 2
7509 NW Tiffany Springs Pkwy
Suite 102
Kansas City, MO 64150
816-880-6643

Wichita Baker University
3450 North Rock Rd
Bldg 400
Wichita, KS 67226
316-636-2322

WHO TO CALL AT BAKER UNIVERSITY

Main Phone: (913) 491-4432 / SOE Fax: (913) 696-1997

website: www.bakeru.edu

ACADEMIC RECORDS

	Tim Sullivan	Registrar	tsullivan@bakeru.edu	913-344-6018
				FAX 913-344-1280

BAKER SITE CONTACTS

	Ian Hoffman	Topeka Campus Classrooms	topeka-res@bakeru.edu	785-272-6442
	Dane Calvert	Wichita Campus Classrooms	wich-res@bakeru.edu	316-636-2322 ext 6324
	Courtney Hundley	Northland Campus Classrooms	chundley@bakeru.edu	816-880-6643
	Paula Kelly	Lee's Summit Campus Classrooms	pkelly@bakeru.edu	816-582-3218
	Jesse Laird	Overland Park Campus Classrooms	jlaird@bakeru.edu	913-344-1278

EDUCATIONAL RESOURCES

	Erik Braun	Book Orders & Delivery	ebraun@bakeru.edu	913-344-6175
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LIBRARY

	Irene Weiner	University Librarian	iweiner@bakeru.edu	785-594-8445
	Carolyn Clark	University Librarian	cclark@bakeru.edu	785-594-4543

SCHOOL OF EDUCATION

	Peggy Harris	School of Education Dean	pharris@bakeru.edu	785-594-8492
	Harold Frye	Department Chair	hfrye@bakeru.edu	913-344-1220
	Steve Groninga	Licensure Officer	sgroninga@bakeru.edu	913-344-1221
	Mike Meier	Education Coordinator (Wichita)	mmeier@bakeru.edu	316-636-2322

	Bethany Teppe	Education Coordinator (O.P.)	bteppe@bakeru.edu	913-344-1229
SOE STUDENT SERVICES				
	Kristen Farha	Student Advisor in Wichita	kfarha@bakeru.edu	316-636-2322 ext 6314
	Whitney Farnham	Student Advisor in Overland Park	wfarnham@bakeru.edu	913-344-1238
	Amber Knoettgen	Student Advisor in Topeka	azenger@bakeru.edu	785-272-6442 ext 6219
TASKSTREAM				
	Sandee Jamour	TaskStream Administrator	sjamour@bakeru.edu	
MAILING ADDRESS:				
		Baker University		
		School of Education		
		8001 College Blvd, Suite 100		
		Overland Park, KS 66210		

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