The 2012-2013 ANNUAL ASSESSMENT REPORT iMET

All annual assessment reports should be submitted by the academic unit (College/Department/Program) to the College Dean for review and onward transmittal to Academic Affairs. Reports are due in Academic Affairs no later than July 1 each year in electronic format.

Please directly answer the following questions and make sure the answers to each question are written in a way that is easy for the general public and for the students, faculty, staff, and administrators to understand and to use. To ensure that these diverse readers have enough information to evaluate all parts of the report -- the learning outcomes, the methods/data, the criteria/standards of performance, the interpretations, and the conclusions -- please make sure you have provided enough information about them and how you have selected your sample (e.g. students or their work) and how you have analyzed and interpreted the data. There is no specific length expectation, although conciseness should be the goal.

1. As a result of last year's assessment effort, have you implemented any changes for your assessment including learning outcomes, assessment plan, assessment tools (methods, rubrics, curriculum map, or key assignment etc.), and/or the university baccalaureate learning goals?

Yes.
      a. If so, what are those changes? How did you implement those changes?
      We added Key Assessment # 1 (Academic Writing) to establish baseline data on academic writing skills.
      b. How do you know if these changes have achieved the desired results?
      We compare the academic writing skills in the culminating experience against those of the baseline data and the literature review data to assure that improvements are demonstrated.
      c. If no, why not?

2. As a result of last year's assessment effort, have you implemented any other changes at the department, the college or the university, including advising, co-curriculum, budgeting and planning?

Yes.
      a. If so, what are those changes? How did you implement those changes?
      We have refined the process of individual advising on the culminating experience. In the past this advising occurred in the last semester but we now conduct the advising over 2 to 3 semesters, thereby increasing the chances of student success. Also, we have scaffolded student learning experiences by providing detailed feedback on each key assessment, so that by the time the students complete their culminating experiences they have received multiple, systematic formative feedback.
      b. How do you know if these changes have achieved the desired results?
      Each key assessment is evaluated and compared against the culminating experience, revealing whether or not improvement has occurred and, ultimately, that the program outcomes have been met.
      c. If no, why not?

3. What PROGRAM (not course) learning outcome(s) have you assessed this academic year?

The Internet Based Master's Degree in Educational Technology (iMET) Program identifies its mission as providing opportunities for students to earn an M.A. in an educational technology area

upon demonstration of having accomplished a set of learning outcomes established by the group during the 2012-2013 academic year. These outcomes are listed below in Table One.

Table One: Overview of Program Learning Outcomes for iMET

		iMET Program Learning Outcomes
#1: **Expertise**	**Knowledge**	
		☐Understands different models of curriculum design as well as the different schools of curriculum development.
		☐Understands different instructional models and corresponding derivatives and modifications.
	Skills	☐Uses technology to locate and access literature on curriculum and instruction.
		☐Reads and analyzes literature on curriculum and instruction
		☐Provides a theoretical framework for the coherence of all components in a curriculum, components being: student characteristics, content discipline, standards and frameworks, materials, instructional strategies, environment, and evaluation.
	Dispositions	☐Approaches knowledge as dynamic, not static.
		☐Becomes reflective professional able to evaluate policies and practices critically using research to support position
		☐Becomes empowered to make decisions on curriculum and instruction that meets the needs of students.
# 2: **Leader-ship/**	**Knowledge**	☐Understands the school as an American institution with a history of social inequity.
		☐Understands the nature of institutional change.
	Skills	☐Does a critical review and analysis of curricular issues and trends.
		☐Develops a logical argument as to changes that can be made in education through curriculum development and implementation.
	Dispositions	☐Collaborates with others in informing public about problems with schools.
		☐Takes the initiative in planning for an effective staff development on curriculum and instruction that is research based.

Change Agent		
#3: **Intel-lectual Curiosity**	**Knowledge**	☐Understands how past and current political and economic factors (among others) affect curriculum development and its implementation
	Skills	☐Studies and questions existing curricular practices and looks for appropriate solutions.
		☐Assesses existing curriculum and its impact on student learning and overall goals of education.
	Dispositions	☐Values and problematizes the scientific method of gathering information and gaining knowledge.
		☐Takes a broad minded approach to curriculum issues and suspends closure.
#4: **Research:** **Qualitative and Quantitative**	**Knowledge**	☐Knows the basic processes of experimental research and other quantitative methods.
	Skills	☐Knows the principles of a variety of qualitative methods including ethnography, action research, and narrative research
		☐Can apply basic statistical tools to interpret numerical data
	Dispositions	☐Can apply principled qualitative data collection and analysis strategies and tools.
		☐Values the importance of using valid and reliable data collection tools. ☐Values the importance of making valid conclusions and inferences from data.
	Knowledge	☐Knows the conventions of a variety of academic genres (e.g. the teacher research report, the traditional journal article, the review of literature.)
		☐Understands APA format and principles regulating titles and headings, documentations, and related matters.

#5:	Skills	☐Can apply productive informal writing strategies as tools for learning and for research.
Academic Writing		☐Can compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community.
	Dispositions	☐Welcomes participation in the academic discourse community.
		☐Welcomes collaboration, peer review (in classrooms and out), vigorous and rigorous analysis of evidence.

4. What method(s)/measure(s) have you used to collect the data?

This report will focus on six key assessments that are used to make critical decisions about candidate learning and competence prior to being recommended for an M.A.: Academic Writing, Professional Development Plan, Showcase Poster, Review of Literature , Culminating Experience and ePortfolio.

Table Two: Overview of Key Assessments for iMET Program
The table below provides additional details about the nature of each key assessment

Assessment Tool	Type of Assessment	When administered	Details about Administration	Learning Outcomes Addressed
Key Assessment #1. Academic Writing	Formative	During a course (EDTE 251i) in the first semester of the program	Course instructor assesses work based on a standard rubric designed by iMET faculty	Program Learning Outcomes 1, 4, 5
Key Assessment #2. Professional Development Plan	Formative	During a course (EDTE 284) in the second semester of the program	Course instructor assesses work based on a standard rubric designed by iMET faculty	Program Learning Outcomes 1, 2,3
Key Assessment #3. Showcase Poster	Formative	During a course (EDTE 285) in the final semester of the program	Course instructor assesses work based on a standard rubric designed by iMET faculty	Program Learning Outcomes 1, 2,3 & 4

Key Assessment #4. Review of Literature	Formative	During a course (EDTE 284 and 507) in the third and final semesters of the program	Course instructor assesses work based on a standard rubric designed by GPAG faculty	Program Learning Outcomes 1, 2, 3
Key Assessment #5. Culminating Experience*	Summative	During the courses (EDTE 250 & EDTE 507) required in the second or third and final semesters of the program	Faculty advisors assess performance based on criteria designed by department and university	All program learning outcomes
Key Assessment #6. ePortfolio	Summative	During a course (EDTE 507) in the final semester of the program	Faculty advisors assess performance based on criteria designed by iMET faculty	All program learning outcomes

**Note: Six Key Assessment Descriptions and Rubrics are attached in Appendix A.

5. What are the criteria and/or standards of performance for the program learning outcome?

The program learning outcome are examined from six key assessments listed below.
Key Assessment #1. Academic Writing (Rubric is attached in Appendix A)
Key Assessment #2. Professional Development Plan (Rubric is attached in Appendix A)
Key Assessment #3. Showcase Poster (Rubric is attached in Appendix A)
Key Assessment #4. Review of Literature (Rubric is attached in Appendix A)
Key Assessment #5. Culminating Experience
Key Assessment #6. ePortfolio

As summarized in Table Three, our program had 13 program completers in Spring 2013. In Table Four below, we summarize the data related to performance as measured by the 6 key assessments detailed in Table Two.

Table Three: Number of Students/Candidates Enrolled & Graduate

	Fall 2012	Spring 2013
Number of students or candidates enrolled	iMET 14 (third semester): 14 iMET 15 (first semester): 14	iMET 14 (final semester): 14 iMET 15 (second semester): 14
Number of students graduating or candidates completing the program	N/A iMET 14 (third semester) iMET 15 (first semester)	iMET 14 (final semester): 13/14 (92.8%)

Table Four: Aggregate Data on Students or Program Completers

Assessment Tool	Fall 2012 N=28 iMET 14 (third semester) N=14 iMET 15 (first semester) N=14	Spring 2013 iMET 14 (final semester) N=14 iMET 15 (second semester) N=14
Key Assessment #1. Academic Writing iMET 15 (first semester) N=14	**iMET 14:** Min. Score = 82 Max Score = 99 Range = 17 Average = 84.19 Median = 89.50 Standard Deviation = 5.10 Variance = 25.96 **iMET 15:** Min. Score = 80 Max Score = 100 Range = 20 Average = 93.21 Median = 94 Standard Deviation = 6.29 Variance = 39.60	
Key Assessment #2. Professional Development Plan iMET 15 (first semester) N=14		92.8% Met the Standards (Received 690-700 out of total 700 Points) 7.2% Did Not Meet the Standards (Received at least 400 out of total 700 Points)
Key Assessment #3. Showcase Poster iMET 14 (final semester) N=14		Avg score 4.7 (out of 5) 100% successfully passed this assessment.
Assessment #4. Review of Literature iMET 14 (final semester) N=14	86% Received 20/20 Points 14% Received 16/20~18/20 Points	13 out of 14 (93%) Completed the Review of Literature
Key Assessment #5. Culminating Experience iMET 14 (final semester) N=14		13 out of 14 (93%) passed the culminating experience

Key Assessment #6. ePortfolio **iMET 14** (final semester) **N=14**		13 out of 14 (93%) Student ePortfolio were complete

At this time, the data displayed above is the primary data we use to assess our candidates and program completers. However, the iMET faculty also conduct the program exit survey (Appendix B) that would yield additional data and insights regarding program effectiveness.

6. What data have you collected? What are the results and findings, including the percentage of students who meet each standard?
   a. In what areas are students doing well and achieving the expectations?
   b. In what areas do students need improvement?

In this section, we discuss the data displayed in Table Four. We focus our discussion on the strengths and areas for improvement revealed by the analysis of these data.

Strengths:
Student/candidate learning and performance: Student performance on the key assessments reveals a very high degree of success in the areas measured by these indicators. More specifically, the Learning Outcomes of Expertise, Leadership/Change Agent, Intellectual Curiosity, Quantitative and Qualitative Research, and Academic Writing are being met by program completers.

For Key Assessment #1 Academic Writing, overall strengths include the weaving together a thorough investigation of the theme of the paper, using multiple forms of evidence. More particularly:
a. The writer covers the appropriate content in depth without being redundant.
b. The writer cites sources when specific statements are made. The sources/evidence are derived from multiple forms.
c. The significance of quotes, when used, is apparent.
d. The length is appropriate.
e. Ideas are clear, original, and focused. Main idea stands out, along with details.
f. Ideas in the paper are compelling, even original; they are not self-evident.

For Key Assessment #2 Professional Development Plan, overall strengths include examining contemporary issues in professional development for educators, analyzing and designing appropriate strategies for implementing and evaluating professional development for the contexts in which they are teaching as well as for a variety of other settings. More particularly:
a. Conducting Needs Assessment;
b. Planning Professional Development;
c. Assessing and Evaluating Participants.

For Key Assessment#3 Review of Literature is part of culminating experience, therefore, Key Assessment #3 and Key Assessment #4 Culminating Experience will be discussed together. The

main task in culminating experience is action research that involves designing and implementing a study using data collection tools that will allow students to "show" the reader what happened during and as a result of the intervention. Overall strengths include writing a formal research paper after conducting the research and reflecting what students learn from their research. More particularly, the research paper has the required components in table five below.

Table Five: Required Components in Culminating Experience and Student ePortfolio

Culminating Experience (Action Research Report Components)		ePortfolio (Website)
Paper Title	Measures	Abstract
Review of Literature	Procedure	Process
Methods	Results	Product
Setting	Discussion	Showcase (Literature Review and
Participants	References	Action Research Report)
	Appendixes	

For Key Assessment #6 ePortfolio, overall strengths include demonstrating effective web design skills and using ePortfolio website as professional showcase documenting student learning process, significant course products and research.

Data on student performance indicate that the iMET program is operating very effectively as measured by candidate understanding of important learning objectives and by candidate ability to demonstrate these understandings on both formative and summative assessments at various points in the program.

Areas for improvement:
Student/candidate performance and Program effectiveness: Student performance across-the-board is currently at such a high level that no obvious areas can be targeted for improvement based on the data collected.
For Key Assessment #1 Academic Writing, overall areas for improvement included clarity and correctness of the writing, including proper use of APA.   More particularly:
a. The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. APA Ch. 3 guidelines are not fully adhered to.
b. Paragraph or sentence structure is repetitive.
c. Some mistakes in grammar, spelling, and/or punctuation exist, but they do not cause confusion; they suggest negligence, not indifference.
d. Some mechanics of style covered in APA Ch. 4 are neglected.
For Key Assessment #2 Professional Development Plan, overall areas for improvement included enrichment of technology integration in producing professional development materials. Most group professional development plans demonstrated strong technology skills and knowledge in creating professional development materials such as website, online interactive tutorials and illustrative text and images. For iMET students, it is hoped that they will apply more various technology tools to create the materials. To allow students have more time to work on professional development plan should be considered.
For Key Assessment #4 Culminating Experience (Action Research),overall areas for improvement included improving research design and strengthening student knowledge and skills in analyzing

and discussing the research results more statistically. Students in general conducted the well-designed research and wrote the report with solid data analysis and research-based discussion. However, some student research shows the lack of understanding of statistical significance in the research. More course content related to statistical analysis should be include in the research course and more support for helping students develop research proposals is also needed.

7. As a result of this year's assessment effort, do you anticipate or propose any changes for your program
(e.g. structures, content, or learning outcomes)?
       a. If so, what changes do you anticipate? How do you plan to implement those changes?
       b. How do you know if these changes have achieved the desired results?
       c. If no, why not?

The patterns that emerge from the data underscore the iMET Program's commitment to candidates' mastery of the knowledge, skills, and dispositions that comprise the program's learning outcomes. Faculty meet on a regular basis to review program data, discuss program issues, and implement any necessary revisions. For example, although pleased with the results from the key assessments, faculty have decided to explore additional methods of collecting data to ensure that their analyses provide the greatest degree of insight into student performance and program effectiveness.

One additional instrument that has been developed is a questionnaire that could be administered to students upon entry into the program (please see Appendix B). This instrument is closely linked to the learning outcomes and would provide a type of pre-assessment of the base-line knowledge students bring to the program. These data would allow faculty to more specifically measure candidate growth as they progress through the program.

The other instrument is tentatively referred to as Common Questions. These five open-ended items would be first administered when candidates develop their culminating experience proposal. They would also be administered to program completers and would provide yet another window into student learning over the course of the program.

8. Which program learning outcome(s) do you plan to assess next year? How?
The five main program learning outcomes are:
#1: Expertise
2: Leader-ship/ Change Agent
#3: Intel-lectual Curiosity
#4: Research: Qualitative and Quantitative
#5: Academic Writing

iMET faculty will continue to assessment outcome # 2 (Leadership/Change Agent) and # 4 (Qualitative & Quantitative). They will also refine the existing learning outcome matrix by adding two new outcome areas: #6 Online Learning and #7 Instructional Design (please see table six). The new defined learning outcomes are important specifically for iMET students who will play the roles as decision maker and leaders in the field of educational technology. Therefore, student knowledge, skills and dispositions in online learning and instructional design should also be examined next year.

Table Six: New iMET Program Learning Outcomes

New iMET Program Learning Outcomes	
#6: Online Learning	Knowledge Skills Dispositions
# 7: Instructional Design	Knowledge Skills Dispositions

Key Assessment Descriptions and Rubrics (#1~#6)

Key Assessment #1 Academic Wrting

EDTE 251i – Education for a Democratic, Pluralistic Society

Academic Argumentative Paper

Dr. David Jelinek   Fall 2012

Purpose: The purpose of this assignment is to write an academic argumentative paper that establishes your position on a specific aspect of controversial issues in educational technology, and provides compelling evidence to help influence your audience's point of view on the topic.

Description of Assignment: Write an argumentative paper that makes a claim about a specific aspect of controversial issues in educational technology, particularly as it relates to key themes of equity, diversity and/or pluralism addressed in class. The paper can be an opinion, evaluation, interpretation, or cause-and-effect statement; and should:

1) set the context with a clearly-articulated thesis statement that establishes what the controversial issue is, why it is important and/or why the audience should care about it;
2) demonstrate that you have thoroughly investigated the issue, collected and evaluated evidence from a variety of sources (e.g., empirical, factual, philosophical, anecdotal), and taken conflicting opinions on the issue into consideration;
3) conform to APA guidelines for writing clearly and concisely (APA, Chapter 3) and address the mechanics of style (APA Chapter 4); and
4) demonstrate originality and currency.

Format:

- This should be a 5 to 7 page, double-spaced paper in 12 point, Times New Roman or similar font with 1 inch margins all around. In addition, include a title page, abstract and references section. Appendices are optional.
- Your paper should be formatted according to APA 6th edition guidelines, particularly with regards to headers, headings, citations, figures, tables and references.
- While it is likely that you will incorporate research and literature in this paper, this is not a research report and it is not a literature review. It is an academic essay in the argumentation genre. Recognize the distinctions of this genre and write accordingly. Below are some resources to assist you.
    - *What is an Academic Paper?(including constructing an informed argument): http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml*
    - *Argumentative Essays: http://owl.english.purdue.edu/owl/resource/685/05/*
    - *Organizing Your Argument PPT: http://owl.english.purdue.edu/owl/resource/693/01/*
    - *Guidelines for Graduate Level Writing: http://custompapers.com/essays-articles/graduate-writing/*

Evaluation: This paper is worth 25% of your course grade and will be graded based on the qualities of your: (a) introduction, (b) body, (c) content, (d) clarity and correctness of the writing, (e) conclusions, and (f) APA format.   Specific criteria and weight for each category are detailed in the attached rubric for argumentative paper.

RUBRIC FOR ARGUMENTATIVE PAPER

(Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)

Introduction

Title; Topic; Thesis statement; Orientation to reader.   **Weight**: 5% of paper grade;   **Score** (1, 2, 3, 4, or 5) x 1 =

Poor (1-2)	Good (3-4)	Excellent (5)
a. There is no reference to the topic, controversial issue, or audience. b. There is no thesis statement. c. The title is inappropriate and does not describe the topic.	a. The writer makes the reader aware of the overall controversial issue, challenge, or topic to be examined. b. Thesis is stated but clarity and/or focus could be better. c. The title does not adequately describe the topic.	a. The writer introduces the controversial issue and/or topic and the relevance to (1) educational technology; and (2) the chosen audience. The introduction lays groundwork for the direction of the paper. b. Thesis is clearly stated and appropriately focused. c. The title is appropriate and adequately describes the topic.

Body

Structure; Flow; Organization and Development   **Weight**: 20% of paper grade: **Score** (1, 2, 3, 4, or 5) x 4 =

Poor (1-2)	Good (3-4)	Excellent (5)
a. The paper has little to no direction, with disjointed subtopics. b. Text is repetitious. c. Information seems to be disorganized and has little to do with the main topic. d. Lacks a thesis or controlling idea. e. Sentences do not relate to the paragraph's main idea. f. Paragraphs do not clearly or effectively relate to the paper's thesis or controlling idea. g. Examples are either lacking or ineffective (i.e., do not relate to the main idea in the paper or paragraph)	a. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. b. Ideas are clear, but there is a lack of extra information. c. Information relates to main topic. Details and amount of information are sparse. d. Includes a basic thesis or controlling idea. e. Sentences mostly relate to the paragraph's main idea. f. Paragraphs generally though not always relate to the thesis or controlling idea. g. Examples are included, though not always; reader needs specific details or quotes that the writer does not provide.	a. The paper flows from general ideas to specific conclusions and/or vice-versa. All sections follow a logical order. Transitions tie together sections as well as individual paragraphs. b. Ideas are clear, original, and focused. Main idea stands along with details. c. Information clearly relates to the main thesis. It includes several supporting details and/or examples. d. Provides a clear and compelling thesis. e. Sentences clearly relate to the paragraph's main idea. f. Paragraphs clearly and effectively relate to and support the thesis. g. Writer provides examples and quotes that answer the reader's questions and add depth to the writer's ideas.

Content

Weaving together thorough investigation of the issue with evaluation of multiple forms of evidence   **Weight**: 35% of paper grade; **Score** (1, 2, 3, 4, or 5) x 7 =

Poor (1-2)	Good (3-4)	Excellent (5)
a. The writer has omitted major sections of pertinent content or content runs on excessively.	a. The writer includes all the sections of pertinent content, but does not cover them in as much depth or detail as the audience/reader expects.	a. The writer covers the appropriate content in depth without being redundant.
b. The writer quotes other material excessively.	b. The significance to the discipline is evident.	b. The writer cites sources when specific statements are made. The sources/evidence are derived from multiple forms.
c. The ideas presented have little significance to the discipline and/or the audience.	c. Ideas are clear, but more information is needed.	c. The significance of quotes, when used, is apparent.
d. Text is repetitious.	d. Ideas in the paper are mostly (but not all) relevant and worthy of the reader's consideration.	d. The length is appropriate.
e. There is no central theme.	e. An acceptable number of sources are evaluated and cited, though not necessarily representing multiple forms of evidence.	e. Ideas are clear, original, and focused. Main idea stands out, along with details.
f. Ideas in the paper are irrelevant or not worthy of the reader's consideration.		f. Ideas in the paper are compelling, even original; they are not self-evident.
f. Sources are primarily from the popular press and/or the paper consists primarily of personal opinions.		

Clarity and Correctness of the Writing

Conforms to APA guidelines for writing clearly & concisely (APA, Ch 3) and mechanics of style (Ch. 4) **Weight**: 15% of paper grade; **Score** (1, 2, 3, 4, or 5) x 3 =

Poor (1-2)	Good (3-4)	Excellent (5)
a. It is difficult for the reader to understand what the writer is trying to express.	a. The writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. APA Ch. 3 guidelines are not fully adhered to.	a. The writing is clear and concise and in conformity with APA Ch. 3 guidelines.
b. Writing is convoluted and/or rambles. Out of conformity with APA guidelines in Ch.3.	b. Paragraph or sentence structure is repetitive.	b. There are no (or very few) mistakes in grammar, spelling, punctuation and other mechanics of style as covered in APA Ch. 4.
c. Mistakes in grammar, spelling, and/or punctuation cause confusion and show lack of concern for quality of writing. Out of conformity with APA Ch. 4.	c. Some mistakes in grammar, spelling, and/or punctuation exist, but they do not cause confusion; they suggest negligence, not indifference.	c. The writing does not ramble; the paper is carefully written and edited.
d. The writing is vague or it is difficult to understand what the writer is trying to express.	d. Some mechanics of style covered in APA Ch. 4 are neglected.	

Conclusions
Synthesis of ideas and culminating in a research question, or suggestions for further research, or finalizing with a clear position.
Weight: 10% of paper grade; **Score** (1, 2, 3, 4, or 5) x 2 =

Poor (1-2)	Good (3-4)	Excellent (5)
a. There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the focus of the paper. b. No follow-up question(s) or suggestions are offered to the reader, or the position is not restated and made clear to the reader as a conclusion.	a. The writer provides concluding remarks that show an analysis and synthesis of ideas and information. Some of the conclusions, however, are not supported in the body of the paper. b. Follow-up questions or suggestions are offered to the reader, or the writer's position is restated to make it clear to the reader.	a. The writer makes succinct and precise conclusions based on a substantive analysis and synthesis of ideas and information. b. Insights into the controversial issue/topic are appropriate. c. Conclusions are strongly supported within the paper.

Proper APA Format
Weight: 15% of paper grade; **Score** (1, 2, 3, 4, or 5) x 3 =

Poor (1-2)	Good (3-4)	Excellent (5)
a. The writer does not include in-text citations for statements made in the review. b. References that are included in the References list are not cited in the text. c. An insufficient number of sources are cited and/or not accurately documented. d. The paper is not written in APA style or contains multiple APA errors in formatting, organization and/or construction. e. Scholarly sources are not cited in text and reference list.	a. The writer cites sources within the body of the review and includes a corresponding References list. Some formatting problems exist or some elements are missing. b. Paper is in APA style but with some errors in formatting, organization, and/or construction. c. Most sources are cited, but with some errors.	a. The writer includes all necessary citations in the body of the review. b. The references in the list match the in-text citations and all are properly cited in APA style. c. Numerous sources are cited. All sources are accurately documented. d. Accurately adheres to APA style in formatting, organization, and construction

Total Score =

Key Assessment #2 Professional Development Plan

EDTE 282 Final Project: Professional Development Plan & Rubric

(This project can be done as an individual or a small group with 2-3 people. Using the same topic as your CE proposal is recommended but not required. If you know anyone has the similar topic as your CE proposal, you may want to work with him/her in this project. However, you can pick any topic to develop professional development plan.)

Final Project (Professional Development Plan)

Students will focus on the development of a short-period professional development program. Students will include all components of their professional development program. It is envisioned that this is a substantive body of work which may include supporting materials such as multimedia and video.

Overview: Students will describe the following:

1) An overview of the program proposed including a description of the context.
2) The goal(s) and objectives of the program
3) The significance of this program to your growth as an educator and the educational community.
4) How the program goal(s) and objectives will be met.
5) A brief timeline and a step-by-step description of activities necessary to complete the development of the program
6) Detailed resource analysis for the proposed program
7) Challenges which this program may face and the way these challenges might be met
8) Evaluation plan

NEEDS ASSESSMENT	4	3	2	1
Identify & explain the "hole" that needs to be filled	You analyzed the context with detail in which the "hole" exists and explained the need with much detail	You analyzed the context in which the "hole" exists and explained the need with some detail.	You may have analyzed context in which the "hole" exists and explained the need with little detail	You discussed the "hole" that exists
You gather and explain the data you collected and analyzed	You clearly explain the data you collected and you found insightful patterns or themes from the data collected.	You explain the data you collected and you found insightful patterns or themes from the data collected.	You explain the data you collected and you found patterns or themes from the data collected..	You attempt to explain the data you collected and you may indicate some patterns or themes that emerge
Justify why you think that need is present.	Using the analyzed data and research-based justification, you delve deeply into the rationale for your professional development.	Using analyzed data and justification, you delve into a rationale for your professional development.	Using analyzed data and a justification, you discuss your professional development.	Using your analyzed data you discuss your professional development.
-Analyze the learners	You provided thorough demographic information about your learners, and, from a well constructed interview, questionnaire, or survey, explained what they know, want to know about your topic, and	You assessed who your learners are, provided detailed demographic information, and, from a questionnaire, survey, or interview you know what they know and want to know about your topic, & their preferred method of	You provided some demographic information about your learners and created and shared results from a questionnaire, survey, interview, etc...to use to consider the best delivery for their PD	You provided some demographic information about your learners

	preferred learning method. This data is used to consider the best delivery method for the PD.	learning. This data is used to consider the best delivery method for their PD.		
-Determine what technical resources are needed and available	You explain in detail the resources already in place and available, accessible, & appropriate for this population and which resources are necessary and attainable for the PD.	You explained which resources are already in place and available, accessible, & appropriate for this population and which resources are necessary and attainable for the PD.	You somewhat explain necessary resources for this PD and may explain what is currently available, accessible, & appropriate for this population	You discuss resources related to your professional development.
PLANNING PROFESSIONAL DEVELOPMENT				
- Determine your instructional goals and participant-learning objectives	You identified essential and specifically relevant short and long term goals for your professional development idea and have explained why they are summative or formative in nature.	You identified essential and specifically relevant short and long term goals for your professional development idea	You identified short and long term goals for your professional development idea	You may have identified general goals for your professional development
- Model and technological application(s) chosen are appropriate to the PD and learners and	Approach was selected based on PD model and technological application(s) that are justified & appropriate to the needs of the site, the learners, & the "hole". Discussion of specific PD model & technological applications(s) is discussed and explained in detail.	Approach was selected based on PD model and technological application(s) that are justified and appropriate to the needs of the site, the learners, and the "hole". Discussion of specific PD model and the potential role-shifting is discussed and explained.	Approach was selected based on PD model and technological application(s) that takes into account the needs of the site, the learners, and the "hole". Discussion of specific PD model is present.	Discussion of specific PD model and technological application(s) is present.
	consideration is given to how information will be made available to participants			
Develop the materials for the professional development based on goals	Overall professional development methods and strategies were chosen thoughtfully and with the specific goals in mind. Goals focus on how PD will change student's learning.	Overall professional development methods and strategies were chosen thoughtfully and with goals in mind. Goals focus on how PD will change student's learning.	Overall professional development methods and strategies were chosen with goals in mind. Goals may focus on how PD will change student's learning.	Overall professional development methods and strategies may be mentioned with a focus on student's learning.

Develop research-supported high-quality, materials	High-quality, research-supported, creative, & engaging materials are developed which focus on content knowledge of the topic.	High-quality, research-supported materials are developed which focus on content knowledge of the topic.	High-quality or research-supported materials are developed which focus on content knowledge of the topic.	Materials are developed which focus on content knowledge of the topic.
Support the learners	Rich explanation provided about supporting the learners during & after the PD.	Explanation provided about supporting the learners during and after the PD.	Some explanation provided about supporting the learners during and/or after the PD.	Some thought has gone into discussing how to support the learners.
ASSESS and EVALUATE PD & PARTICIPANTS				
Evaluate program's alignment with your short & long term goals & assess participants' progress & program effectiveness.	Thoughtful assessment(s) to monitor participants' progress & program effectiveness is developed. Short & long term goals align & are specific & measurable. You explain your potential anticipate problems or shortsightedness with reaching these goals or adjustments that may need to be made based on the evaluation.	You develop thoughtful assessment(s) to monitor participants' progress and program effectiveness. Short and long term goals align with your goals and are specific and measurable.	You develop assessment(s) to monitor participants' progress and program effectiveness. Short and long term goals align with your goals and are specific or measurable.	You attempt to develop assessment(s) to monitor participants' progress and program effectiveness. Short and long term goals may not align with your goals.
Justifiable assessment to correspond to professional development	You justified which evaluation means would best match your professional development opportunity with solid reasons and specific examples based on the needs of your learners.	You justified which evaluation means would best match your professional development opportunity with solid reason and thought to your learners.	You made an attempt to justify which evaluation mean might match your professional development opportunity with reason and thought to your learners	You may have made an attempt to justify which evaluation means might match your professional development opportunity
Assess & evaluate professional development and present the findings	You determine a thoughtful way to evaluate your professional development's specific effectiveness to align with the goals you set for the PD. You describe how & to whom results will be presented.	You determine a way to evaluate professional development's effectiveness. You describe how and to whom the results will be presented.	You come up with a way to evaluate your professional development. You explain to whom the results will be presented.	You come up with a way to look at the professional development. You may discuss to whom results will be presented.
Who is in charge of evaluation of the professional development and what expertise will they have in	Designated person (s) responsible for evaluating and distributing the results of the professional	It is clearly stated which designated person or people are responsible for evaluating and distributing the	A designated person or people are responsible for evaluating and distributing the results of the	A designated person or people has been discussed as responsible for looking at the

doing so?	development & chosen based on a strong & reasonable justification are clearly stated. Detail is given to their level of expertise in this evaluation.	results of the professional development, and chosen based on a strong and reasonable justification.	professional development, and chosen based on a reasonable justification.	results of the professional development.

Key Assessment #3 Showcase Poster

EDTE 285 Poster Assignment Descriptions

Purpose: One component of your culminating experience is to complete a Showcase Professional Poster of your research. The poster and presentation of the poster is expected to demonstrate deep understanding of the research and the ability to present the research in a professional setting.

General Requirements: Create a poster that thoroughly represents key sections of the Culminating Experience research. This can include information pertaining to:

- Title for the research
- Statement of the problem
- Significance of the problem
- Research questions
- Description of innovation/intervention
- Summary of related literature
- Types of data
- Data analysis
- Findings
- Conclusion and/or recommendations
- Information about the researcher

Poster Printing Guidelines:

- Poster size should be 48 x 36.
- University printing services will print the poster for free (see guidelines at http://www.csus.edu/irt/STC/printing.html
- Example posters will be shown in our F2F class session.

Evaluation: The finished poster and presentation of the poster will be evaluated based on the attached rubric for the poster session.

Judging Rubric for Poster Presentation of Research

Score	Hypothesis / Goals and Background	Results	Conclusions and Future Work	Poster Board
5	• Background information was relevant and summarized well. Connections to previous literature and broader issues were clear. • Project had a goal or a logical hypothesis that was stated clearly and concisely; showed clear relevance. • Broad impact beyond project clearly stated.	• Substantial amounts of high quality data were presented sufficient to address hypothesis or goal of project. • Presentation of data was clear, thorough and logical. • Potential problems and alternative approaches.	• Reasonable conclusions were given and strongly supported with evidence. • Conclusion was connected to project goals or hypothesis and their relevance in a wider context was discussed.	• All expected components are present, clearly laid out, and easy to follow in the absence of the presenter. • Text is concise, free of spelling or typographical errors; background is unobtrusive. • Figures and tables are appropriate and labeled correctly. • Photographs/tables/graphs improve understanding and enhance visual appeal.
4	• A logical hypothesis or goal was presented. • Background information was relevant, but connections were not clear. • Goal of project or a logical hypothesis was stated clearly, showed relevance beyond project.	• Substantial amounts of good data were presented sufficient to address the hypothesis or goal of project. • Presentation of data was clear and logical.	• **Reasonable conclusions** were given and supported with evidence. • Conclusion was connected to hypothesis or project goals but their relevance was not discussed.	• All components are present, but layout is crowded or confusing to follow in absence of presenter. • Text is relatively clear, mostly free of spelling and typographical errors; background is unobtrusive. • Most figures and tables are appropriate and labeled correctly. • Photographs/tables/graphs improve understanding.
3	• A questionable hypothesis or project goal was presented. • Background information was relevant, but connections were not made.	• Adequate amounts of reasonably good data were presented to address hypothesis or project goals. • Presentation of data was not entirely clear.	• **Reasonable conclusions** were given. • Conclusions were not compared to the hypothesis or project goal and their relevance was not discussed.	• Most expected components are present, but layout is confusing to follow in the absence of the presenter. • Text is relatively clear, but some spelling and typographical errors; background may be distracting. • Figures and tables not always related to text, or are not appropriate, or poorly labeled. • Photographs/tables/graphs limited and do not improve understanding.
2	• A questionable hypothesis was presented and was not well supported or the goal of the project was not clear.	• Some data were lacking, not fully sufficient to address hypothesis or project goal. • Presentation of data was included, but unclear or difficult to comprehend.	• Conclusions were given. • Little connection to hypothesis or goal was apparent.	• Some expected components are present, but layout is untidy and confusing to follow in the absence of the presenter. • Text is hard to read due to font size or color, some spelling and typographical errors; background may be distracting. • Figures and tables not related to text, or are not appropriate, or poorly labeled. • Photographs/tables/graphs limited and do not improve understanding.

| 1 | • The hypothesis or goal was inappropriate or not stated.

• Little or no background information was included or connected. | • Results are not yet available or reproducible.

• Presentation of data was missing. | • Conclusions were missing.

• There was no connection with the hypothesis or project goal. | • Some of the expected components are present, but poorly laid out and confusing to follow in the absence of the presenter.

• Text hard to read, messy and contains multiple spelling and typographical errors; very poor background.

• Figures and tables poorly done.

• Visual aids not used. |

Judging Rubric for Presenter

Score	Knowledge of Project	Logical Presentation	Background Information	Presence
5	Answers difficult questions clearly and succinctly.	Presentation is consistently clear and logical. Comfortably uses visual aid (poster) to enhance presentation.	Demonstrates a very strong knowledge of the research project and project background.	Speaks clearly, naturally and with enthusiasm; makes eye contact.
4	Answers most questions.	Presentation is clear for the most part, but not consistently. Comfortably uses visual aids (poster) to enhance presentation.	Demonstrates a good knowledge of the research project and project background.	Speaks clearly, naturally; makes eye contact.
3	Has some difficulty answering challenging questions.	Presentation is generally unclear and inconsistent. Uses some visual aids (poster) to enhance presentation.	Demonstrates some knowledge of the research project and project background.	Reads from poster or script some of the time.
2	Has difficulty answering challenging questions.	Presentation unclear and illogical. Does not use visual aid (poster) to enhance presentation effectively.	Demonstrates poor knowledge of the research project.	Reads from the poster or script most of the time.
1	Does not understand questions.	Presentation very confusing. Does not use the visual aid (poster) to enhance presentation effectively.	Does not demonstrate any knowledge of the research project.	Reads from poster or script all of the time.

Key Assessment #4 Review of Literature

Literature Review Guidelines

Purpose: One component of your culminating experience is to complete a review of the research literature on a topic related to your research. The literature review is expected to demonstrate greater maturity and understanding than any literature review you submitted at earlier in your graduate program.

General Requirements: Write a review of literature that thoroughly summarizes and evaluates key empirical research articles and other literature addressing your topic. Remember that a literature review is a piece of discursive prose, not a list describing or summarizing one piece of literature after another. Your aim should be to synthesize the material into a cohesive portrayal of where the research is at this point in time and how it can help in your research planning or education practice. The literature review should:
1) set the context with a clearly-articulated introduction that includes a statement of the problem, a brief explanation of the significance of your topic (to the education field and beyond, if applicable), an introduction to your definitions and background, and the theoretical framework for your paper;
2) demonstrate that you have thoroughly investigated the issue, collected and evaluated evidence from a variety of empirical sources and taken conflicting perspectives into consideration;
3) conform to APA guidelines for writing clearly and concisely (APA, Chapter 3) and address the mechanics of style (APA Chapter 4); and
4) be original and current (the narrative should be in your voice and the majority of research articles should have been published within the past seven years).

Format:
- This should be a 15 to 20 page, double-spaced paper in 12 point, Times New Roman or similar font with 1 inch margins all around. In addition, include a title page, abstract and references section. Appendixes are optional.
- Your paper should be formatted according to APA 6th edition guidelines, particularly with regards to headers, headings, citations, figures, tables and references.
- This is not a research report. It is a literature review. Recognize the distinctions of this genre and write accordingly. Follow the guidelines in the *Literature Review Template* below.

Evaluation: The **finished draft** will be evaluated based on the attached *Rubric for Literature Review.*

RUBRIC FOR LITERATURE REVIEW
(Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)

Name: Evaluated by   Date

Guiding Question 1: How well do the title, topic statement and introductory information orient the reader to the review? (Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)			**Weight**: 5% of paper grade
Needs Improvement (1)	**Meets Expectations (3)**	**Exceeds Expectations (4)**	
a. There is no reference to the topic, educational field, or audience. b. There is no topic statement. c. The title is inappropriate and does not describe the topic.	a. The writer makes the reader aware of the overall issue, challenge, or topic to be examined. b. Topic is stated but clarity and/or focus could be better. c. The title does not adequately describe the topic.	a. The writer introduces the topic and the relevance to (1) the educational field; and (2) the chosen audience. The introduction lays groundwork for the direction of the paper. b. Topic is clearly stated and appropriately focused. c. The title is appropriate and adequately describes the topic.	

Comments:

Guiding Question 2: How well organized and structured is the review? (Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)			**Weight**: 20% of paper grade
Needs Improvement (1)	**Meets Expectations (3)**	**Exceeds Expectations (4)**	
a. Information seems to be disorganized and has little to do with the main topic b. Develops ideas in one continuous chunk or in overlapping chunks or in sections not clearly marked. c. If sections are present, may have one or more sections with only one subheading. d. Outline of the hierarchy of ideas is not clear or marked by headings and subheadings. e. May present topics or ideas of equal importance at unequal heading levels or may not mark topics or ideas of equal importance at all. f. May not use tables or figures when appropriate or may use them but not tell the reader what to look for. g. Examples are either lacking or ineffective (i.e., do not relate to the main idea in the paper or paragraph)	a. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. b. Ideas are generally well developed, though there is some lack of clarity c. Develops most sections with either no subsections or at least two subsections (APA*, p. 62) d. Outline of the hierarchy of ideas is generally clear but not always marked by headings and subheadings. e. Presentation of topics of equal importance at the same heading level in not necessarily consistent throughout the review (APA, pp. 62-63) f. Uses tables and/or figures to summarize ideas when appropriate but doesn't "always tell the reader what to look for… and provides sufficient explanation to make them readily intelligible" (APA, p. 125) g. Are included, though not always; reader needs specific details or quotes that the writer does not provide.	a. The paper flows from general ideas to specific conclusions and/or vice-versa. All sections follow a logical order. Transitions tie together sections as well as individual paragraphs. b. Develops ideas in clearly marked sections c. each section with either no subsections or at least two subsections (APA, p. 62) d. Outlines the hierarchy of ideas in the review by using headings to convey the sequence and levels of importance (APA, p. 62) e. Presents topics of equal importance at the same heading level throughout the review (APA, pp. 62-63) f. tables and/or figures to summarize ideas when appropriate and "always tell[s] the reader what to look for… and provides sufficient explanation to make them readily intelligible" (APA, p. 125) g. Provides examples and quotes that answer the reader's questions and add depth of understanding.	

*American Psychological Association. (2010). The Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author. ISBN 9781433805622

Comments

RUBRIC FOR LITERATURE REVIEW

(Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)

Guiding Question 3: How well is the literature documented and reviewed? (Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)			**Weight**: 35% of paper grade
Needs Improvement (1)	**Meets Expectations (3)**	**Exceeds Expectations (4)**	
a. Discusses literature tangentially relevant to the research question or problem or includes literature for purely historical reasons. b. Provides too much or insufficient elaboration. c. Treats controversies or other information in the research with bias or engages in ad hominem attacks. d. Provides inadequate logical connections among referenced works past and present as they relate to the research question or problem (i.e., uses the literature to build a theoretical argument or framework) e. Cites and discusses few or no reports of empirical studies relevant to the research question or problem f. Cites and uses few or no relevant theoretical articles, methodological articles, and case studies when these articles are available g. Uses quotations when paraphrase is appropriate or quotes inaccurately and/or unconventionally h. Does not credit all sources (plagiarism) i. Does not use reference citations appropriately in text (APA, pp. 207 – 214)	a. Discusses most literature pertinent to the research question or problem while avoiding an exhaustive historical review b. Elaborates on ideas but not necessarily sufficiently for the widest possible professional audience" (APA, p. 71) c. Treats most controversies in the research fairly and avoids ad hominem attacks d. Develops logical connections among referenced works past and present as they relate to the research question or problem but does not use the literature to build a theoretical argument or framework) e. Cites and discusses some reports of empirical studies relevant to the research question or problem but f f. Cites and uses some relevant theoretical articles, methodological articles, and case studies as appropriate g. Some quotations are not used appropriately, accurately, or conventionally (APA, pp. 117 – 120) h. Credits most sources whether paraphrasing or quoting i. Uses most reference citations appropriately in text (APA, pp. 207 – 214)	a. Discusses the literature pertinent to the research question or problem while avoiding an exhaustive historical review b. Elaborates on ideas sufficiently for the widest possible professional audience while avoiding "a complete digest" (APA, p. 71) c. Treats controversies in the research fairly and avoids ad hominem attacks d. Develops logical connections among referenced works past and present as they relate to the research question or problem (i.e., uses the literature to build a theoretical argument or framework) e. Cites and discusses reports of empirical studies relevant to the research question or problem f. Cites and uses relevant theoretical articles, methodological articles, and case studies as appropriate g. Uses quotations appropriately, accurately, and conventionally (APA, pp. 117 – 120) h. Credits all sources whether paraphrasing or quoting i. Uses reference citations appropriately in text (APA, pp. 207 – 214)	

Comments:

RUBRIC FOR LITERATURE REVIEW

(Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)

Guiding Question 4: How clearly does the review express ideas and reduce bias in language? (Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)			**Weight**: 15% of paper grade
Needs Improvement (1)	**Meets Expectations (3)**	**Exceeds Expectations (4)**	
a. Mistakes in grammar, spelling, and/or punctuation cause confusion and show lack of concern for quality of writing. b. Presents ideas more or less randomly with some discontinuity in words, concepts, and thematic development c. Demonstrates one or more of the following: "redundancy, wordiness, jargon, evasiveness, overuse of the passive voice, circumlocution, and clumsy prose" (APA, pp. 67-68) d. Present ideas unconventionally either occasionally or consistently e. Uses words that are not fair to individuals/groups (describes at appropriate level of specificity, is sensitive to labels, acknowledges participation, avoids ambiguity in sex identity/role, uses preferred terms to refer to sexual orientation, demonstrates specificity and sensitivity in references to racial/ethnic identity, uses "nonhandicapping" language refers appropriately to age (APA, pp. 71-77)	a. There are some mistakes in punctuation and other mechanics of style as covered in APA Ch. 4. b. Some lack of continuity in presenting ideas in "… words, concepts, and thematic development from the opening statement to the conclusion" (APA, p. 65) c. The writing is generally clear, but information is not always communicated smoothly through transitions from one topic or subtopic to the next d. Presents most ideas economically and avoids "redundancy, wordiness, jargon, evasiveness, overuse of the passive voice, circumlocution, and clumsy prose" (APA, p. 67) e. Presents most ideas conventionally (use of verbs, subject-verb agreement, pronoun-antecedent agreement, use of modifiers, use of relative pronouns and subordinate conjunctions, parallel construction) (APA, pp. 77-86) f. Generally uses words that are fair to individuals/groups (describes at appropriate level of specificity, is sensitive to labels, acknowledges participation, avoids ambiguity in sex identity/role, uses preferred terms to refer to sexual orientation, demonstrates specificity and sensitivity in references to racial/ethnic identity, uses "nonhandicapping" language, refers appropriately to age (APA, pp. 71-77)	a. There are no (or very few) mistakes in grammar, spelling, punctuation and other mechanics of style as covered in APA Ch. 4. b. Presents ideas in an order and "…aim[s] for continuity in words, concepts, and thematic development from the opening statement to the conclusion" (APA, p. 65) c. Communicates information smoothly through transitions from one topic or subtopic to the next d. Presents ideas economically and avoids "redundancy, wordiness, jargon, evasiveness, overuse of the passive voice, circumlocution, and clumsy prose" (APA, p. 67) e. Presents ideas conventionally (use of verbs, subject-verb agreement, pronoun-antecedent agreement, use of modifiers, use of relative pronouns and subordinate conjunctions, parallel construction) (APA, pp. 77-86) f. Uses words that are fair to individuals/groups (describes at appropriate level of specificity, is sensitive to labels, acknowledges participation, avoids ambiguity in sex identity/role, uses preferred terms to refer to sexual orientation, demonstrates specificity and sensitivity in references to racial/ethnic identity, uses "nonhandicapping" language, refers appropriately to age (APA, pp. 71-77)	

Comments:

RUBRIC FOR LITERATURE REVIEW

(Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)

Guiding Question 5: How well does the concluding discussion synthesize ideas and provide implications for further consideration? (Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)			**Weight**: 10% of paper grade
Needs Improvement (1)	**Meets Expectations (3)**	**Exceeds Expectations (4)**	
a. There is little or no indication that the writer tried to synthesize the information or draw conclusions based on the focus of the paper. b. No follow-up question(s) or suggestions are offered to the reader, or the position is not restated and made clear to the reader as a conclusion. *Comments:*	a. The writer provides concluding remarks that show an analysis and synthesis of ideas and information. Some of the conclusions, however, are not supported in the body of the paper. b. Follow-up questions or suggestions are offered to the reader, or the writer's position is restated to make it clear to the reader.	a. The writer makes succinct and precise conclusions based on a substantive analysis and synthesis of ideas and information. b. Insights into the controversial issue/topic are appropriate. c. Conclusions are strongly supported within the paper.	

Guiding Question 6: How well does the review follow APA editorial style? (Scores are based on a preponderance of criteria for each category, not necessarily the presence of each criterion)			**Weight**: 15% of paper grade
Needs Improvement (1)	**Meets Expectations (3)**	**Exceeds Expectations (4)**	
a. The writer does not include in-text citations for statements made in the review. b. References that are included in the References list are not cited in the text. c. An insufficient number of sources are cited and/or not accurately documented. Scholarly sources are not cited in text and reference list. d. Demonstrates consistent noncompliance with the APA Editorial Guidelines "to ensure clear, consistent presentation of the printed word" in matters of punctuation, hyphenation, spelling, abbreviations, tables, headings, grammar, citations, and references (APA, p. 77) e. Presents statistics in text in a manner that conflicts with APA conventions (pp. 138 – 147) *Comments:*	a. The writer cites sources within the body of the review and includes a corresponding b. References list. Some formatting problems exist or some elements are missing. Most sources are cited, but with some errors. c. Paper is in APA style but with some errors in formatting, organization, and/or construction. d. Demonstrates occasional noncompliance with the APA Editorial Guidelines "to ensure clear, consistent presentation of the printed word" in matters of punctuation, hyphenation, spelling, abbreviations, tables, headings, grammar, citations, and references (APA, p. 77) e. Presents statistics in text in a manner that occasionally conflicts with APA conventions (pp. 138 – 147)	a. The writer includes all necessary citations in the body of the review. b. The references in the list match the in-text citations and all are properly cited in APA style. c. Numerous sources are cited. All sources are accurately documented. d. Demonstrates compliance with the APA Editorial Guidelines "to ensure clear, consistent presentation of the printed word" in matters of punctuation, hyphenation, spelling, abbreviations, tables, headings, grammar, citations, and references (APA, p. 77) e. Presents statistics in text in accordance with APA conventions (pp. 138 – 147)	

Key Assessment #5 Culminating Experience

Action Research: The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).

Suggested Headings for iMET Action Research Report

Title Page
Abstract
Introduction

Statement Of The Problem
Significance
Research Questions
Definitions

Review of Literature
Methods

Description of the Innovation/Intervention
Setting
Limitations/Delimitations of the Study
Data Collection
      Types of data collected.
      Subjects.
      Variables.
      Steps taken.
Data Analysis
      Procedures.
      Validity and reliability.

Findings
Discussion
References
Appendices

Key Assessment #6 ePortfolio

The iMET culminating experience is an ePortfolio consisting of:

1. **Abstract**: Simply put, the portfolio abstract is an introduction to your e-portfolio. The basic components of the abstract includes elements such as:
   - a welcome to the reader
   - an overview of the portfolio components
   - an introduction to the navigation of the portfolio

2. **Process**: The process section of the portfolio consists of a personal reflection on your experience of the iMET program and a resume. In addition, many students include a narrative of their teaching history and philosophy in this section
3. **Products:** In the product section of the portfolio, you link artifacts (products) you have created during your time in the program. Each product you include in the product section must be accompanied by:
   - a description of how the product was conceived (what was the individual or group process that led to the creation of the product).
   - a description of how technology and teaching strategies were utilized
   - standards covered by the use of the product
   - feedback on the product you have received from received 2 peers and 1 faculty on your project
   - Most portfolio's contain at least 3-5 Artifacts
4. **Literature Review:** The goal of the literature review is to introduce your readers to your research by synthesizing for them what has been written about your area of focus. It is also a place where you address the educational theories that motivated the design of your research. Ultimately, the review of literature should set the stage for your discussion of your research. Also remember that, though you can use a variety of sources, it is very important to share primary sources of information.
5. **Action Research:** The main task in action research is to design and implement a study using data collection tools that will allow you to "show" the reader what happened during and as a result of your intervention. After collecting your data, you will sort through your findings, looking for bits of data that reveal some information pertinent to your study. You then look for relationships (patterns) between these bits or pieces. The patterns that emerge from a variety of sources such as things that happen, things that you observe, things that people say and things that you measure result in your findings (conclusions).

Appendix B

Program Exit Survey

EDTE 286 - iMET 14

Page One

There was an error on your page. Please correct any required fields and submit again. Go to the first error

1. . Hello, first I want to thank you for providing responses to the questions in this survey. The purpose of the survey is to improve our iMET program as a whole including the individual courses. We would love to keep in contact with you all, would like to be included in the iMET-all listserv? * *This question is required.

- ○ yes
- ○ no
- ○ not sure

2. During iMET 15, SacCT (Blackboard) was used fairly extensively. What would you say were the disadvantages or advantages in using this system from a students' perspective? *This question is required.

3. Please let us know how we can improve iMET. Your suggestions are very valuable and the iMET faculty will carefully consider your suggestions. Your input is needed. *This question is required.

4. Do you have any recommendations to use a different discussion tool for iMET rather than discussion forum in SacCT? Please tell me a bit about this. *This question is required.

5. We used the discussion forum quite often. From the beginning of iMET, what problems did you initially have in using the discussion forum in SacCT? Did these problems remain throughout iMET 15 or were you able to resolve the problems? If you can share your thoughts about using the discussion forum, that would be great. *This question is required.

Submit

0%

Survey Software powered by SurveyGizmo

Take a look under the hood!

**Department of Teacher Education –
Graduate Program Area Assessment Items
Initial Assessment of Graduate Student Outcomes**

This survey is intended to establish a baseline of knowledge for students entering into their graduate programs. Please respond as best you can to each item.

During this survey you will be asked to rate the degree to which you agree with statements regarding certain aspects of graduate teacher education. For each numbered item in Part 2 you may agree strongly (6), disagree strongly (1), or somewhere in between (5, 4, 3, 2). Only circle one response.

Part 1

Last Name:

First Name:

Program:

Primary Email:

Saclink ID (Not Password):

Part 2
1. I understand afferent models of curriculum design as well as the different schools of curriculum development.

               1   2   3   4   5   6

2. I understand different instructional models and corresponding derivatives and modifications.

               1   2   3   4   5   6

3. I use technology to locate and access literature on curriculum and instruction.

               1   2   3   4   5   6

4. I read and am able to analyze literature on curriculum and instruction.

               1   2   3   4   5   6

5. I am able to provide a theoretical framework for the coherence of all components in a curriculum, components being: student characteristics, content discipline, standards and frameworks, materials, instructional strategies, environment, and evaluation.

               1   2   3   4   5   6

6. I approach knowledge as dynamic, not static.

1   2   3   4   5   6

7. I am a reflective professional able to evaluate policies and practices critically using research to support position.

1   2   3   4   5   6

8. I am empowered to make decisions on curriculum and instruction that meets the needs of students.

1   2   3   4   5   6

9. I understand the school as an American institution with a history of social inequity.

1   2   3   4   5   6

10. I understand the nature of institutional change.

1   2   3   4   5   6

11. I am able to conduct a critical review and analysis of curricular issues and trends.

1   2   3   4   5   6

12. I am able to develop a logical argument as to changes that can be made in education through curriculum development and implementation.

1   2   3   4   5   6

13. I am able to collaboration with others in informing public about problems with schools.

1   2   3   4   5   6

14. I am able to take the initiative in planning for an effective staff development on curriculum and instruction that is research based.

1   2   3   4   5   6

15. I understand how past and current political and economic factors (among others) affect curriculum development and its implementation.

1   2   3   4   5   6

16. I am able to study and question existing curricular practices and looks for appropriate solutions.

1   2   3   4   5   6

17. I am able to assess existing curriculum and its impact on student learning and overall goals of education.

1   2   3   4   5   6

18. I both value and problematize the scientific method of gathering information and gaining knowledge.

1   2   3   4   5   6

19. I take a broad minded approach to curriculum issues and suspend closure.

| | 1 | 2 | 3 | 4 | 5 | 6 |

Part 3

20. I know the basic processes of experimental research and other quantitative methods.

| | 1 | 2 | 3 | 4 | 5 | 6 |

21. I know the principles of a variety of qualitative methods including ethnography, action research, and narrative research.

| | 1 | 2 | 3 | 4 | 5 | 6 |

22. I can apply basic statistical tools to interpret numerical data.

| | 1 | 2 | 3 | 4 | 5 | 6 |

23. can apply principled qualitative data collection and analysis strategies and tools.

| | 1 | 2 | 3 | 4 | 5 | 6 |

24. I value the importance of using valid and reliable data collection tools.

| | 1 | 2 | 3 | 4 | 5 | 6 |

25. I value the importance of making valid conclusions and inferences from data.

| | 1 | 2 | 3 | 4 | 5 | 6 |

Part 4

26. I know the conventions of a variety of academic genres (e.g. the teacher research report, the traditional journal article, the review of literature.).

| | 1 | 2 | 3 | 4 | 5 | 6 |

27. I understand APA format and principles regulating titles and headings, documentations, and related matters.

| | 1 | 2 | 3 | 4 | 5 | 6 |

28. I can apply productive informal writing strategies as tools for learning and for research.

| | 1 | 2 | 3 | 4 | 5 | 6 |

29. I can compose academic prose for a variety of audiences including peers, professors, and the larger scholarly and professional community.

| | 1 | 2 | 3 | 4 | 5 | 6 |

30. I welcome participation in the academic discourse community.

| | 1 | 2 | 3 | 4 | 5 | 6 |

31. I welcome collaboration, peer review (in classrooms and out), vigorous and rigorous analysis of evidence.

| | 1 | 2 | 3 | 4 | 5 | 6 |

Appendix C
The Graduate Program Area Group Common Questions

Directions: Respond fully to each of the five questions. Responses should be organized and complete such that any reasonably knowledgeable reader can comprehend the substance of the responses. Candidates develop responses to the five questions as part of their proposal; they revisit the five questions upon completion of the thesis and submit their elaborated responses to the Department before credit is issued.

1. How does the proposed culminating experience connect to the expertise you developed in your graduate program?

2. How does the proposed culminating experience promote your development as a leader and as a change agent for schools? Include in your response a discussion of the contribution your product will make to society.

3. What about the proposed culminating experience takes advantage of and extends your intellectual curiosity in either a creative or critical way (or both)?

4. What opportunities exist in your proposed culminating experience for the further development of your capacities as a researcher?

5. What are your goals for developing your capacities in academic writing as part of your proposed experience?