

MAE Elementary Education

Student Outcomes and Professional Competencies Rubric

CRITICAL PERFORMANCE: 1

NAMES OF READERS: Sarah Montgomery and Lynn E. Nielsen

DATE: September 24, 2012

	Strong Evidence of High Student Achievement	Some Evidence of Student Achievement	Little Evidence of Student Achievement
<p>Professional Competency 1: APPLICATION OF KNOWLEDGE: Developing a growing body of understandings that informs professional decisions.</p> <ul style="list-style-type: none"> • I. Knowledge of Students • II. Knowledge of Content and Curriculum • VI. Meaningful Applications of Knowledge 	<p>This critical performance strongly prompts students to develop a body of understandings that informs professional decisions.</p>	<p>This first critical performance provides some evidence that the program is helping our students develop a growing body of understandings that informs their professional decisions.</p>	
<p>Professional Competency 2: UNDERSTANDING THEORY AND PRACTICE: Connecting foundational theoretical understandings with practice.</p> <ul style="list-style-type: none"> • III. Learning Environment • V. Instructional Resources • VII. Multiple Paths to Knowledge • VIII. Assessment 		<p>Students showed some evidence of connecting foundational theory with practice.</p> <p>Students demonstrated some evidence of understanding multiple perspectives on an issue related to practice.</p>	
<p>Professional Competency 3: LEADERSHIP: Demonstrating the ability to apply effective practices and to articulate the meaning of such practices across diverse audiences for unique and specific purposes.</p> <ul style="list-style-type: none"> • IV. Respect for Diversity 		<p>This critical performance does require leadership as defined by this professional competency in terms of application to diverse audiences of unique purposes. Due to the adjustments in the program and the strong emphasis on action research this area is now much stronger in the program</p>	

<p>Involvement</p> <ul style="list-style-type: none"> X. Reflection 		<p>This critical performance require the articulation of the meaning of such leadership practices to some extent.</p>	
<p>Professional Competency 4: SCHOLARSHIP: Applying the scholarly methods and disciplines that demonstrate knowledge of the field.</p> <ul style="list-style-type: none"> XI. Contributions to the Profession 		<p>This critical performance provides some evidence that scholarly methods are being applied in the program.</p> <p>This critical performance shows some evidence that students are engaged in important and timely topics as their action research projects indicate.</p>	

MAE Elementary Education Student Outcomes and Professional Competencies Rubric

CRITICAL PERFORMANCE: 2

NAMES OF READERS: Sarah Montgomery and Lynn E. Nielsen

DATE: September 29, 2010

	Strong Evidence of High Student Achievement	Some Evidence of Student Achievement	Little Evidence of Student Achievement
<p>Professional Competency 1: APPLICATION OF KNOWLEDGE: Developing a growing body of understandings that informs professional decisions.</p> <ul style="list-style-type: none"> I. Knowledge of Students II. Knowledge of Content and Curriculum VI. Meaningful Applications of Knowledge 		<p>Critical Performance II provides some evidence that the program is helping our students develop a growing body of understandings that informs their professional decisions.</p> <p>The action research elements in the program provide a stronger emphasis on the reflection portion of this Critical Performance. Emphasis is now placed on professional knowledge and how that knowledge informs teachers' instructional decision-making.</p>	
<p>Professional Competency 2: UNDERSTANDING THEORY AND PRACTICE: Connecting foundational theoretical</p>		<p>Critical Performance II provides some evidence that students are connecting foundational theoretical</p>	

<p>understandings with practice.</p> <ul style="list-style-type: none"> • III. Learning Environment • V. Instructional Resources • VII. Multiple Paths to Knowledge • VIII. Assessment 		<p>understandings to their practice through the action research elements built into the program. This Critical Performance requires students to show connections between theory and practice. By reordering the Critical Performance elements so their conceptual statement is placed first, students make stronger connections between theory and practice. Students demonstrate strong connections between the literature and their classroom practice.</p>	
<p>Professional Competency 3: LEADERSHIP: Demonstrating the ability to apply effective practices and to articulate the meaning of such practices across diverse audiences for unique and specific purposes.</p> <ul style="list-style-type: none"> • IV. Respect for Diversity • IX. Family Involvement • X. Reflection 		<p>We found some evidence that students are applying effective practices and articulating the meaning of such practices across diverse audiences for unique and specific purposes. This critical performance and the emphasis on action research is shaped so teachers demonstrate connections between the curriculum and the unique needs of students.</p>	
<p>Professional Competency 4: SCHOLARSHIP: Applying the scholarly methods and disciplines that demonstrate knowledge of the field.</p> <ul style="list-style-type: none"> • XI. Contributions to the Profession 		<p>We found some evidence that students are applying the scholarly methods and disciplines of the field. This Critical Performance allows students to needs to articulate a conceptual framework describing how their teaching plans are supported by the scholarship of teaching. The action research elements in the program allow this to happen.</p>	

SUMMARY COMMENTS:

- The program faculty believes that Critical Performance I, conducted in the first semester of the program, provides evidence that students are growing in the four professional competencies to SOME degree.
- The program faculty believes that Critical Performance II provides SOME evidence that students are growing in the four professional competencies.
- Critical Performance II, conducted in the third semester of the program, was reorganized so students are prompted to show strong connections between their teaching plans and the four Professional

Competencies identified for this program. This was accomplished by structuring both Critical Performances I and II around action research.

- Program faculty anticipate continued professional growth on the part of students in the MAE program and believe a growing body of evidence will emerge as this cohort group progress through the program.
- As program faculty developed the courses and adjusted the critical performances, they continue to evaluate the degree to which the targeted critical performances measure the four professional competencies on which the program is founded. The emphasis on action research will expedite this process.
- This cohort groups was introduced to the Student Learning Outcomes and Professional Competencies as part of their introduction to the program. This overview of the program is evident in the work students are producing.
- Program faculty will continue to explore ways to help students demonstrate professional leadership by connecting this program back to the actual classrooms within which students are working professionally. This will be facilitated by the emphasis on action research that is evident in Critical Performance I and II.