

**Assurance of Student Learning
2019-2020**

College of Education and Behavioral Sciences

School of Teacher Education

Masters of Arts in Education - Middle Grades Education for Teacher Leaders (0434)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.

Student Learning Outcome 1:

Students shall engage in ongoing professional learning, shall use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others such as learners, families, other professionals, and the community.

Instrument 1 TCHL 500 Individualized program in Teacher Leadership based on professional goals and reflections

Instrument 2 TCHL 560 Capstone Project

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.

Met

Not Met

Student Learning Outcome 2:

Students shall seek appropriate leadership roles and opportunities to: take responsibility for student learning; collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and advance the profession.

Instrument 1 TCHL 560 Capstone Project

Instrument 2 TCHL 530 Curriculum Development Project

Instrument 3

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3:

Students create learning experiences that make central concepts, tools of inquiry, and structures of the discipline accessible and meaningful for all learners to assure mastery of the content.

Instrument 1 TCHL 530 Curriculum Development Project

Instrument 2 TCHL 555 Cumulative Assessment Project

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>Based on a review of the Learning Outcomes and Instruments, the faculty members who teach courses in the MAE for Teacher Leaders have demonstrated that they are adequately meeting student needs. It is important to note that most of the students in this program are classroom teachers. We acknowledge the tremendous change and stress that working under COVID-19 conditions during the Spring and Summer semesters had on our students. Given this reality, the students performed well in the courses and all of the Learning Outcomes were met. We will continue to meet annually as a group to review the Learning Outcomes, Measurement Instrument Results, and identify ways in which we can improve the course. As the program revisions will commence in Spring 2021, faculty will meet in Fall 2020 to develop Learning Outcomes and identify Measurement Instruments that will allow us to collect similar data while the transition is taking place over.</p> <p>The Master of Arts in Education program is undergoing changes to best meet the needs of customer base--regional teachers. The program originated with partnership with regional districts to develop a program to meet school needs. However, as time has passed, the program has not adequately continued to communicate and update to satisfy the district needs. Additionally, the price per credit hour at WKU became higher than other graduate institutions. Recently, new efforts have been made to reduce the tuition per credit hour which will hopefully revive the program. In addition, curriculum revisions are also in place to make the program address district needs.</p>		

Student Learning Outcome 1

Student Learning Outcome	Students shall engage in ongoing professional learning, shall use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others such as learners, families, other professionals, and the community.		
Measurement Instrument 1	All students will create an individualized program in Teacher Leadership based on professional goals and reflections based on the Kentucky Teacher Standards, Teacher Leader Standards, and other supporting documents (e.g. Professional Growth Plan, principal or supervisor documentation, School Improvement Plan, or others) in TCHL 500.		
Criteria for Student Success	The student will score at proficient or above (3 or 4) on the TCHL 500 Individualized Program key assessment components of Roles of Teacher Leaders, Self-Assessment, and Impact on Student Learning with no students scoring a 2 or lower on any indicators.		
Program Success Target for this Measurement	90% of program students taking the course achieve this goal	Percent of Program Achieving Target	94%
Methods	This Program Critical Performance is a component of the TCHL 500 course, all of our program participants are required to complete this course. The number of students that completed for the 2019-2020 year were 32. Based on faculty evaluation, 30 students (94%) successfully completed all of the components with a 3 or 4 without receiving a 2 or lower on any other component..		
Measurement Instrument 2	TCHL 560 Capstone Project Rubric Component: Section E “The AR Project produces appropriate written and oral presentations of the outcomes of the study representing interpretations of the project’s data along with logical next steps.” Revised TCHL 560 Final Leadership Reflection components: Section A “Connected Leadership Purpose with the Activities,” and Section B “Address Individual Strengths and Weaknesses.”		
Criteria for Student Success	The student will score at proficient or above (3 or 4) on the TCHL 560 Capstone Project Rubric Components with no students scoring a 2 or lower on any indicators.		
Program Success Target for this Measurement	90% of program students taking the course achieve this goal	Percent of Program Achieving Target	92%
Methods	The Capstone Project is required for all students completing the MAE. This course along with TCHL559, the project planning course, were revised Summer 2019. Sections of the previous version of TCHL 560 and revised version were taught in 2019-2020 resulting in two different rubrics and reporting. Beginning Fall 2020 only the revised course will be taught. The revised course requires students to reflect on their project and experiences and relate them to their teacher		

	leadership goals. A total of 47 students completed the course and comprised the sample used.
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Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
Course outcomes were reviewed as they relate to the Kentucky Teacher Standards. Given the high percentage of those meeting the target it appears that the education and assessment are functioning as planned. Faculty who teach these courses will meet annually to review the data and identify any areas of improvement. As the program revisions will commence in Spring 2021, faculty will meet in Fall 2020 to develop Learning Outcomes and identify Measurement Instruments that will allow us to collect similar data while the transition is taking place over.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Student Learning Outcome 2

Student Learning Outcome	Students shall seek appropriate leadership roles and opportunities to: take responsibility for student learning; collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and advance the profession.		
Measurement Instrument 1	Revised TCHL 560 Final Leadership Reflection components:		
Criteria for Student Success	The student will score at proficient or above (3 or 4) on the TCHL 560 Capstone Project Rubric Component C: Project Influence with no students scoring a 2 or lower.		
Program Success Target for this Measurement	90% Percentage of program students taking this course	Percent of Program Achieving Target	97%
Methods	The Capstone Project is required for all students completing the MAE. This course along with TCHL559, the project planning course, were revised Summer 2019. Sections of the previous version of TCHL 560 and revised version were taught in 2019-2020 resulting in two different rubrics and reporting. Beginning Fall 2020 only the revised course will be taught. The revised course requires students to reflect on their project and experiences and relate them to their teacher leadership goals. A total of 47 students completed the course..		
Measurement Instrument 2	TCHL 530 Curriculum Development Project		
Criteria for Student Success	The student will score at proficient or above (3 or higher) on the Critical Performance for TCHL 530: Curriculum Development Project and no scores of 2 or lower on any component of the project.		
Program Success Target for this Measurement	90% of students taking the course	Percent of Program Achieving Target	No measurements were collected during this period. Historically 97% of students scored a 3 or higher
Methods	TCHL 530 is required for all students pursuing the MAE in Teacher Leadership. The Curriculum Development Project is a Critical Performance measure for the course and required to complete the course. Students are required to create a curriculum unit that addresses student diversity in multiple forms as well as integrates technology into the curriculum.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			

Course outcome measures were reviewed with all faculty teaching TCHL courses. Future instructors will be required to track and collect rubric scores and submit them by each semester to the program data coordinator. Given that one course (TCHL560) is in transition due to revision and the other course (TCHL530) will be taught by new faculty, the program took this opportunity to review the rubrics and be sure that everyone who teaches these courses is aware of the requirement to collect and submit data.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Faculty who teach these courses will meet annually to review the data and identify any areas of improvement. Further, a designated shared folder will be created that houses critical performance assignments, rubrics, and reporting criteria. As the program revisions will commence in Spring 2021, faculty will meet in Fall 2020 to develop Learning Outcomes and identify Measurement Instruments that will allow us to collect similar data while the transition is taking place over.

Student Learning Outcome 3

Student Learning Outcome	Students create learning experiences that make central concepts, tools of inquiry, and structures of the discipline accessible and meaningful for all learners to assure mastery of the content.		
Measurement Instrument 1	TCHL 530 Curriculum Development Project		
Criteria for Student Success	Students will score at proficient or above (3 or higher) on the Critical Performance for TCHL 530: Curriculum Development Project and no scores of 2 or lower on any component of the project.		
Program Success Target for this Measurement	90% Percentage of program students enrolled in the course will achieve this goal.	Percent of Program Achieving Target	No measurements were collected during this period. Historically 97% of students scored a 3 or higher
Methods	TCHL 530 is required for all students pursuing the MAE in Teacher Leadership. The Curriculum Development Project is a Critical Performance measure for the course and required to complete the course. Students are required to create a curriculum unit that addresses student diversity in multiple forms as well as integrates technology into the curriculum.		
Measurement Instrument 2	TCHL 555 Cumulative Assessment Project		
Criteria for Student Success	Students will score at proficient or above (3 or higher) on the Critical Performance for TCHL 555: Cumulative Assessment Project and no scores of 2 or lower on any component of the project.		
Program Success Target for this Measurement	90% Percentage of program students enrolled in the course will achieve this goal.	Percent of Program Achieving Target	89%
Methods	In the Fall 2019 (10 students) and Summer 2020 (18 students), a total of 28 students took TCHL 555. Three students scored a level 4 (9.3%), 21 students scored a level 3 (75%), and 4 students scored a level 2 (14%). Abundantly, the low area was designing assessments addressing the Analyze, Evaluate, or Create Bloom's Taxonomy levels. To prepare students for this final assignment, students have multiple formative experiences in the course to practice developing this skill including designing a multiple choice, open-response, and performance task item on a discussion board where they receive feedback from the professor and classmates. Subsequently, students develop an Alignment Task where they create three aligned assessments to a standard. Students submit their work to small groups for feedback. After this feedback, students revise and submit their final assignment to the professor. Finally, the culminating task is for students to develop a sequence of 2 formative assessments and one summative assessment. For this culminating performance they are on their own after practicing the skill of developing assessments multiple times. Some students still struggle creating assessments that assess high cognitive levels.		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.	Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)		
<p>Course outcome measures were reviewed with all faculty teaching TCHL courses. Future instructors will be required to track and collect rubric scores and submit them by each semester to the program data coordinator. Given that one course(TCHL530) will be taught by new faculty, the program took this opportunity to review the rubrics and be sure that everyone who teaches these courses is aware of the requirement to collect and submit data. We acknowledge the challenges that our students faced during the Spring and Summer 2020 semesters as a result of the COVID Pandemic and feel that the measurement for TCHL555 may have been influenced by this and look for improvement in the coming year. Further reflection and conversation regarding student performance in TCHL555 and ways to continually improve will be held.</p>		
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
<p>Faculty who teach these courses will meet annually to review the data and identify any areas of improvement. Further, a designated shared folder will be created that houses critical performance assignments, rubrics, and reporting criteria. As the program revisions will commence in Spring 2021, faculty will meet in Fall 2020 to develop Learning Outcomes and identify Measurement Instruments that will allow us to collect similar data while the transition is taking place over.</p>		

TCHL 500 Individualized Teacher Leadership Program Design

	Beginning (1)	Developing (2)	Proficient (3)	Distinguished (4)
A. Discussion of Standards	No discussion of standards was present in the Professional Growth Plan (PGP) and philosophy.	Standards were mentioned without elaboration or connections made to the Professional Growth Plan (PGP) and philosophies of teacher leadership.	Teacher Standards and Teacher Leadership standards were discussed but examples were not provided.	A deep understanding of teacher standards and teacher leader standards was evident throughout the Professional Growth Plan (PGP) and philosophy with clear examples and connections provided.
B. Roles of Teacher Leaders and beliefs of effective teacher leadership	Roles of teacher leaders and ethical beliefs and actions were not included in the Professional Growth Plan (PGP) and philosophy.	Roles of teacher leaders and ethical beliefs and actions of teacher leaders were briefly noted without examples or connections provided.	Roles of teacher leaders and ethical beliefs and actions of teacher leaders were discussed with either examples OR connections provided but not both.	A deep understanding of the roles and ethics of teacher leaders and their effectiveness was evident throughout the document with examples and connections provided.
C. Self-Assessment including areas of strengths and weaknesses	Self-Assessment reflection was not included in the Professional Growth Plan (PGP).	Reflection upon self-assessment was mentioned without discussion of strengths and weaknesses nor professional development/growth implications.	Reflection upon self-assessment and areas of strengths and weaknesses were discussed but a deep understanding of paths to professional growth was not evident.	Deep Reflection upon self-assessment and areas of strengths and weaknesses was evident and a clear plan of paths to professional growth as a teacher leader was evident within the document
D. Impact On Student Learning Directly and Indirectly	Impact on student learning was not included in philosophy.	Impact on student learning was addressed briefly but discussion did not include all of students, families, and community factors.	Impact on student learning was addressed briefly with some discussion of students, families, and community factors with some examples provided.	Impact on student learning was thoroughly addressed through discussion of activities with families, communities, students, collaboration with colleagues, and their growth as learners with extensive examples provided for each.

<p>E. Organization and Use of Scholarly Writing Format</p>	<p>Organization of the Professional Growth Plan (PGP) and philosophy was weak in that it was difficult to follow the train of thought and was not organized for clarity by use of text features etc. No utilization of scholarly style was apparent in the formatting of the piece.</p>	<p>Organization of the Professional Growth Plan (PGP) and philosophy was apparent in one or two sections but did not utilize headings or other text features for organization. Philosophy organization lost focus or rambled in one or two sections. An attempt was made to follow APA or another accepted scholarly literature format or style but some errors were found throughout.</p>	<p>Organization of the Professional Growth Plan (PGP) and philosophy was clear in most sections with headings utilized for clarity. The format clearly attempted to utilize APA style or another accepted format typical in scholarly education literature throughout document with few errors.</p>	<p>Organization of the Professional Growth Plan (PGP) and philosophy was clear, focused and concise and easy to follow with the utilization of headings and other text features to clarify section breaks. The document utilized APA style or another accepted style typical in scholarly education literature throughout document without errors.</p>
<p>F. Professional Language and Mechanics</p>	<p>The Professional Growth Plan (PGP) and philosophy of teacher leadership did not utilize professional and scholarly language from the literature/field and/or writing mechanics included numerous typos, misspellings, language usage, and grammatical errors were present.</p>	<p>The Professional Growth Plan (PGP) and philosophy of teacher leadership had some indication of the need for professional and scholarly language from the literature/field but did not utilize professional language throughout. Writing mechanics contained more than 3 but less than 10 typos, misspellings, or grammatical errors.</p>	<p>The Professional Growth Plan (PGP) and Philosophy of teacher leadership was professional and scholarly language from the literature/field was included in most sections and writing mechanics included less than 3 typos, misspellings, or grammatical errors.</p>	<p>The Professional Growth Plan (PGP) and Philosophy of teacher leadership was professional in that scholarly language from the literature/field was utilized throughout and writing mechanics included no typos, misspellings, or grammatical errors.</p>
<p>TOTAL POINTS POSSIBLE = 24</p>		<p>TOTAL POINTS EARNED: _____/24</p>		

NOTE TO STUDENTS: After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 6-8
- Holistic Score of 2 = Analytic Rubric Score Range 9-14
- Holistic Score of 3 = Analytic Rubric Score Range 15-20
- Holistic Score of 4 = Analytic Rubric Score Range 21-24

TCHL 560 Final Capstone Project

	Beginning (1)	Developing (2)	Proficient (3)	Distinguished (4)
A. The AR Project identifies a problem and relates it to no fewer than 3 Kentucky Teacher Standards	The Project identifies a problem area related to the candidates' work but it does not relate to the Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work but it only relates to 1 or 2 Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work and to no fewer than 3 Kentucky Teacher Standards.	The Project identifies a problem area related to the candidates' work and it relates to 4 or more Kentucky Teacher Standards.
B. The AR Project conducts an extensive and relevant review of the literature related to the problem area identified	The AR Project conducts a review of the literature related to the problem area identified but it is not extensive and/or relevant.	The AR Project conducts a relevant review of the literature related to the problem area identified but it only includes 6-9 current resources.	The AR Project conducts an extensive (at least 10 current sources) and relevant review of the literature related to the problem area identified.	The AR Project conducts an extensive (more than 10 current sources) and relevant review of the literature related to the problem area identified.
C. The AR Project defines an educationally relevant, focused problem that will be studied, designs an appropriate study, and acquires IRB approval for the study.	The AR Project defines a problem that is not relevant, methodology designed is inappropriate, OR does not acquire IRB approval for the study.	The AR Project defines a problem that is only somewhat relevant, OR methodology is only generally appropriate. Study acquires IRB approval.	The AR Project defines an educationally relevant, focused problem that will be studied, designs appropriate methodology, with triangulation, and acquires IRB approval for the study.	The AR Project defines an educationally relevant, focused problem that will be studied, designs appropriate methodology, with triangulation, and acquires IRB approval for the study. The study demonstrates potential for further research by the candidate.
D. The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to	The AR Project collects data that somewhat defined by the methodology and begins to analyze data to interpret findings.	The AR Project collects data defined by the methodology and begins to analyze data to interpret findings.	The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to interpret findings.	The AR Project collects data, as defined by the methodology and employs data analysis procedure(s) accurately to cogently interpret findings.

interpret findings.				
E. The AR Project produces appropriate written and oral presentations of the outcomes of the study representing interpretations of the project's data along with logical next steps.	The AR Project produces incomplete written and oral presentations of the outcomes of the study, OR interpretations of the project's data are incomplete or limited.	The AR Project presentations are generally appropriate and complete, but lacking a thorough discussion of the outcomes of the study or lacking clear interpretations of the project's data or logical next steps.	The AR Project produces appropriate interpretations of research data with the relationship to other relevant research findings about the same problem discussed along with logical next steps.	The AR Project produces comprehensive written and oral interpretations of research data with the relationship to other relevant research findings about the same problem discussed along with logical next steps.
TOTAL POINTS POSSIBLE = 20		TOTAL POINTS EARNED: _____/20		

NOTE TO STUDENTS: After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 5-7
- Holistic Score of 2 = Analytic Rubric Score Range 8-12
- Holistic Score of 3 = Analytic Rubric Score Range 13-17
- Holistic Score of 4 = Analytic Rubric Score Range 18-20
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Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 18 or above on this analytic rubric, the highest score you will receive in the EPS is still “3”.

TCHL 560 Final Reflection Rubric - Used in Revised Program

	Needs Work (1)	Basic (2)	Proficient (3)	Excellent (4)
Criteria				
A. Connected Leadership Purpose and the Activities	Did not describe how the project would support growth in the leadership area.	Described how the project would support growth in the area that was chosen.	Used research citations on leadership to describe how the project would support growth in the area that was chosen.	Used multiple research citations on leadership to describe how the project would support growth in the area that was chosen.
B. Individual Strengths and Weaknesses	Did not address individual strengths and weaknesses and how the project was intended to help growth.	Missing description of strengths and weaknesses and/or how the project was intended to help you grow as an individual.	Provided a detailed reflection with examples of both strengths and weaknesses and how the project was intended to help you grow as an individual.	Provided a detailed reflection with several examples of both strengths and weaknesses and how the project was intended to help you grow as an individual.

C. Project Influence	Did not reflect on how the project influenced personal and professional growth.	Provided a detailed reflection on how the project from inception to completion influenced growth both personally and professionally.	Provided a detailed reflection with examples on how the project from inception to completion influenced growth both personally and professionally.	Provided a detailed reflection with several examples on how the project from inception to completion influenced growth both personally and professionally.
D. Writing and APA citations	Writing quality is so poor that the message is not able to be understood.	Writing has spelling/grammar errors and/or proper APA standard formatting is not attempted.	Writing is clear with few spelling/grammar errors and proper APA standard formatting is attempted.	Writing is clear with very few (less than two) spelling/grammar errors and proper APA standard formatting.

Scoring Guide : TCHL 530 Curriculum Development Project Rubric

	Beginning (1)	Developing (2)	Proficient (3)	Distinguished (4)
A. Standards Based Unit	<ul style="list-style-type: none"> This instructional unit represents current teaching practices in a classroom setting. Achieved 0-2 of the Curriculum Focus' Criteria for Standards Based Unit (See below) Achieved 0-5 of the Instructional and Assessment Practices Criteria for Standards Based Unit (See below) 	<ul style="list-style-type: none"> This instructional unit represents current teaching practices in a classroom setting. Achieved 3-5 of the Curriculum Focus' Criteria for Standards Based Unit (See below) Achieved 6-9 of the Instructional and Assessment Practices Criteria for Standards Based Unit (See below) 	<ul style="list-style-type: none"> This instructional unit represents current teaching practices in a classroom setting. Achieved 6-8 of the Curriculum Focus' Criteria for Standards Based Unit (See below) Achieved 10-13 of the Instructional and Assessment Practices Criteria for Standards Based Unit (See below) 	<ul style="list-style-type: none"> This instructional unit represents current teaching practices in a classroom setting. Achieved 9-11 of the Curriculum Focus' Criteria for Standards Based Unit (See below) Achieved 14-17 of the Instructional and Assessment Practices Criteria for Standards Based Unit (See below)
B. Diversity Curriculum Development	<ul style="list-style-type: none"> Revisions to the unit regarding diversity instructional or curriculum approaches were not related to theory, were inappropriate, or used incorrectly 	<ul style="list-style-type: none"> Revisions to the unit used 1 diversity instructional or curriculum approaches according to theories studies in the course 	<ul style="list-style-type: none"> Revisions to the unit used 2 diversity instructional or curriculum approaches according to theories studies in the course 	<ul style="list-style-type: none"> Revisions to the unit clearly used 2-3 diversity instructional or curriculum approaches according to theories studies in the course
C. Technology Integration	<ul style="list-style-type: none"> Pupils use of technology is not aligned with 3-4 of the following: objectives, assessment, age/ability level, and identified standards. Pupils do not create a technology product at all 	<ul style="list-style-type: none"> Pupils use of technology is not aligned with 1-2 of the following: objectives, assessment, age/ability level, and identified standards. Pupils do not create a technology product that meets the lesson requirements; i.e., does not use one of the required programs or product does not demonstrate technology integration in the unit 	<ul style="list-style-type: none"> Pupils use of technology aligned with objectives, assessment, age/ability level, and identified standards. Pupils create a technology product that meets the lesson requirements. 	<ul style="list-style-type: none"> Pupils use of technology aligned with objectives, assessment, age/ability level, and identified standards Pupils create a technology product that meets the unit requirements.
D. Reflection: Analysis of Pupil Learning	<p>Presentation of pupil performance results is not related to pre- and post-assessment scores. No charts and tables. <100 word description that does not describe pupil learning for each objective. No conclusions about pupil mastery of each objective.</p>	<p>Presentation of pupil performance results does not clearly compare pre- and post-assessment scores. Charts and tables are not presented in terms of rubrics created for each objective. 100-200 word description that does not clearly describe how much learning occurred on each objective by comparing results of pre- and post-assessments.</p>	<p>Presentation of pupil performance results clearly compares pre- and post-assessment scores. Charts and tables present all results in terms of rubrics created for each objective. 200-300 word description that clearly describes how much learning occurred on each objective by comparing results of pre- and post-assessments. Clear, logical conclusions about pupil mastery of each objective with 75-100 words.</p>	<p>Presentation of pupil performance results clearly compares pre- and post-assessment scores. Charts and tables present all results in terms of rubrics created for each objective. 300+ word description that clearly describes how much learning occurred on each objective by comparing results of pre- and post-assessments. Clear, logical conclusions about pupil mastery of each objective with 100+ words.</p>

		Illogical conclusions about pupil mastery of each objective with 50-75 words.		
E. Reflection: Comparison of Before and After Unit	Discussion and rationale for 2-3 of the revisions made between the Before and After instructional units; discussion is less than 150 words Lists 1-2 positive dispositions from the syllabus but no discussion.	Discussion and rationale for some of the revisions made between the Before and After instructional units; discussion is 150-300 words Discusses 1 positive disposition or discussion very general.	Discussion and rationale for all of the revisions made between the Before and After instructional units; discussion is 300-400 words Discusses 2 positive dispositions.	Clear, comprehensive rationale for all of the revisions made between the Before and After instructional units; discussion is 400-600 words Discusses 3 or more points providing excellent discussion of positive dispositions.
F. Reflection: Instructional reflection	Names 1-2 general areas in which you need professional development (PD) with no discussion. Names 1-2 considerations for diversity of pupils with no discussion. Discusses pupils technology project in very general terms and does not describe pupil performance	Identifies one area in which you need professional development (PD) or discusses two areas in very general terms. Discusses one point of consideration for diversity of pupils or discussion very general. Discusses one points providing some description of pupils' performance with technology project.	Identify 2 areas in which you need professional development (PD). Describe each specific PD you need. Discusses 2 points providing clear, appropriate consideration for diversity of pupils. Discusses 2 points providing appropriate description of pupils' performance with technology project.	Identify 2 or more areas in which you need professional development (PD). Describe each specific PD you need, how and when you could participate in the training, and new skills you will apply to your professional work setting. Discusses 2-3 points providing comprehensive, clear, appropriate consideration for diversity of pupils. Discusses 2-3 points providing comprehensive description of pupils' performance with technology project.
TOTAL POINTS POSSIBLE = 24		TOTAL POINTS EARNED:		<u> </u> /24

NOTE TO STUDENTS: After you submit this critical performance, the scores on this analytic rubric will be provided to you for constructive feedback. However, only an overall “holistic score” will be entered into the Electronic Portfolio System (EPS) based on the following scale: 1 – Beginning, 2 – Developing, 3 – Proficient, or 4 – Distinguished. This holistic score will be based on the following ranges of possible points on this analytic rubric:

- Holistic Score of 1 = Analytic Rubric Score Range 6-8
- Holistic Score of 2 = Analytic Rubric Score Range 9-14
- Holistic Score of 3 = Analytic Rubric Score Range 15-20
- Holistic Score of 4 = Analytic Rubric Score Range 21-24

Additionally, you may only receive a holistic score of 4 in the EPS if the critical performance required no revision. This means that, if revisions are required and you make the necessary revisions, even if you score 21 or above on this analytic rubric, the highest score you will receive in the EPS is still “3”.