College of Education
& Human Development
Life changing learning.℠

Master of Science (M.S.) in Elementary Education

PROGRAM DESCRIPTION AND HANDBOOK

Revised:
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College of Education &
Human Development
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WRB 3100
University of Nevada, Reno
Reno, NV 89557

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ABOUT US

The Reno Area

Channeling the crystal waters of Lake Tahoe, the Truckee River runs leisurely through downtown Reno. Numerous mountain ranges rise ruggedly from the desert basin, providing stunning views and unmatched sunsets.

The University

- **Boasts a fitness facility of more than 108,000 square feet**
- **Offers affordable, top-tier education**
- **Houses one of nation's most technologically advanced libraries**
- **Provides students the opportunity to work closely with research faculty and professionals**

As Nevada's flagship land-grant institution, the University has been instrumental in the history of the nation's fastest-growing state. One of the top 150 research universities in the country, the University of Nevada, Reno is fully accredited by the Northwest Association of Schools and Colleges, the official accrediting agency of most Western states.

The University of Nevada, Reno was founded in 1874 as the State University of Nevada in Elko, Nevada, about 300 miles northeast of its present-day campus in Reno. The site for the university preparatory school in eastern Nevada (where no state institutions had previously been located) proved to be impractical, as nearly half of the state's residents lived in the Reno-Carson City area. In 1885, the legislature approved the move of the University from Elko to Reno.

In the last 35 years, the University has met the challenges of leadership in what is now the fastest-growing state in the country, with student enrollment rising to more than 21,000 in fall 2016. Most recently, the university replaced the Jot Travis Student Union with the Joe Crowley Student Union, one of the most transformational buildings ever built on campus. This 167,000-square-foot, "green" environmentally friendly facility signals a shift in campus expansion, offering the campus and community a new

centrally located "front door" to the University from Virginia Street. In 2008, one of the nation's most technologically advanced libraries, the Mathewson-IGT Knowledge Center, opened next to the Crowley Student Union, further signaling the campus' move north. In 2016, the new 78,000 square foot William N. Pennington Student Achievement Center opened to provide a central building for all student services and in 2017 the university broke ground for a new arts center. The university's most recent building addition is the E. L. Wiegand Fitness Center. The new fitness facility is more than 108,000 square feet with three basketball gymnasiums, areas for weightlifting, cardio training, mind-body training, a fitness staircase, 1/8th mile running track and a multitude of new fitness classes and activities.

The University of Nevada, Reno is an affordable Tier One university. Our students pay 80 percent less than the average Tier One institution, making UNR a best buy amongst Tier One universities. Unlike many public research universities, the University of Nevada, Reno offers its students the chance to get up close and personal with highly credentialed faculty, researchers and professionals. Ph.D. professors regularly teach undergraduate students and invite them to research labs or internships. Graduate students work closely with professors on major research projects while developing their own research skills and projects. UNR Faculty are world renown, respected members of their fields and often bring home research and career achievement awards.

Along with its academic benefits, the University of Nevada, Reno is a beautiful campus located in one of the most picturesque areas of the country. From the 100-year-old, elm tree-lined Jeffersonian quad to the state-of-the-art Mathewson-IGT Knowledge Center, the campus possesses historic beauty and digital convenience alike. Nestled at the base of the Sierra Nevada, the city of Reno is closer to cities such as Sacramento and San Francisco than Las Vegas. In contrast to Las Vegas, Reno offers its residents an invigorating taste of all four seasons.

Channeling the crystal waters of Lake Tahoe, the Truckee River runs leisurely through downtown Reno. Numerous mountain ranges rise ruggedly from the desert basin, providing stunning views and unmatched sunsets. Located on the border between the Great Basin and the Sierra Nevada, Reno has been dubbed "America's Adventure Place" for its impressive and diverse geographic offerings. With crystal clear Lake Tahoe 30 minutes to the west, the barren Black Rock Desert to the northeast, and Yosemite a short road trip to the southwest, Reno is a great destination for nature lovers and adrenaline junkies alike.

Reno offers a favorable quality of life that has been recognized by numerous national sources, including *Forbes* magazine. Reno's population enjoys an array of cultural activities, including museums, numerous theatre companies, a symphony, ballet and opera. There are several major venues for concerts, sporting events and other live performances, including the Lawlor Events Center on campus and the Reno Events Center, located less than a 10-minute walk from campus. In recent years, Reno has experienced a Bohemian cultural renaissance, with a growing arts community, increasing international flavor and the annual counterculture festival, Burning Man.

INTRODUCTION

The Master of Science program in Elementary is designed for in-service teachers or for candidates who hold a K-8 teaching license in the field of elementary education, K-8 Education, or PK-8 general education certificates to deepen their understanding of content and pedagogy in Science, Math, Integrated STEM, and Social Studies. The coursework is carefully designed to provide students with an in-depth knowledge of standards, research and pedagogy to be effective learners. Through this degree program, teachers can refine and improve their instruction built upon the most recent research. This program also prepares students to serve in leadership capacities in their schools, districts and communities.

Goals of the Program:

- Provide teachers with cutting-edge research and pedagogical tools and content to improve instruction
- Develop capacity to improve overall learning of K-8 students
- Develop teachers to become leaders in school, district, state and specialty settings at the K- 8 level

Program Accreditation

NCATE
National Council for Accreditation of Teacher Education

The National Council for Accreditation of Teacher Education (NCATE), now the Council for the Accreditation of Educator Preparation (CAEP) accredits teacher education programs at the University of Nevada, Reno. NCATE/CAEP is a highly prestigious accrediting agency recognized across the country.

Conceptual Framework & Domains of Professional Competence

The Elementary Education Program at the University of Nevada, Reno prepares you to meet the challenges of present and future classrooms. The teacher education faculty members are committed to providing a teacher education program that enables you to:

- Develop a strong foundation of knowledge about teaching and learning,
- Display a love of learning,
- Value democracy and pluralism
- Engage in reflective practice about one's growth as a teacher.

Domains of Professional Competence

In addition, the Masters of Science in Elementary Education program is intended to help teachers acquire the knowledge, skills, and dispositions required of a Master Teacher. Our program supports candidate learning based in the InTASC standards as measured in the following Student Learning Outcomes (SLO).

Student Learning Outcomes:

Upon completion of this program, graduates will be able to:

- **SLO #1**: Teachers will be able to identify, analyze, synthesize and produce meaningful research on educational issues and policy informing their classroom practice (InTASC Standard 4 & 10H).

- **SLO #2:** Teachers will demonstrate the effective use of research based planning for instruction that leads to improved student achievement in math, science and / or social studies (InTASC Standards 6 & 7).

- **SLO #3:** Teachers will demonstrate growth in leadership roles and opportunities in their grade level teams, schools, district, and state or beyond (InTASC Standard 10).

Admission Procedures & Requirements

Admission Procedures: Apply to the UNR Graduate School

Apply online at: At the Graduate School

Verify when you are applying that the code will be MS-EED.

1. Completed application form

2. 3 page essay that addresses: **Why are you interested in applying to this program?** Include on your statement what special skills do you have in K-8 education as a teacher with a focus on a specific content area or integration of content (e.g. science, mathematics or STEM), and professional contributions have you made to your school and/or district?

3. A resume emphasizing credentials and experiences relevant to this graduate program. Include Contact information; name, mailing address, phone number, and e-mail address, all post-secondary school experience, institutions, dates attended, majors, and degrees completed, work history relevant to this application and relevant experiences

4. One sample of scholarly writing. This writing sample should offer evidence of scholarly writing in terms of a research paper that you have done, perhaps as part of your schooling, work as a teacher, or professional obligations. (SLO #1)

5. A sample Lesson plan in Math, Science, or Language Arts (SLO #2)
6. Leadership Self-Survey (SLO 3)
7. Signed Disposition Form (attached)
8. Two letters of recommendation. At least one recommendation must be from your principal or supervisor who has directly observed your work with children. The other recommendation may be from a teaching colleague or someone that works with you in a formal / informal setting with children. Recommendations should provide detailed descriptions of professional qualities, teaching abilities and potential for leadership.
9. Copy of teaching license (K-8) if applicable
10. If your GPA is below 3.0, a copy of your GRE scores taken within the past 5 years Program

Information contact:

Dr. Teruni Lamberg
Elementary Education Program Coordinator
Teruni's Email Address
(775) 682- 7533

MASTER'S DEGREE PROGRAM APPLICATION FORM

Masters of Science in Elementary Education (M.S.)

Name _____

R# (if available) _____

Address: _____
_____
_____

Home Phone: (___) _____

Work Phone: (___) _____

Cell Phone: (___) _____

Email: _____

_____ M.S. Student is licensed in Elementary Education

I would like to work with the following faculty with their content area of interest:

David Crowther (Science) _____ William Toledo (Social Studies) _____
Teruni Lamberg (Math) _____
No Preference _____

Please complete this information below:
___ I have not been convicted of any crime (other than a minor traffic violation).

___ I have been convicted of a crime other than a minor traffic violation. (This may exclude you from teacher licensure and admission to the teacher education program.) Please attach a description of the crime and dates OR schedule a meeting with the Associate Dean to discuss this.

I also understand that any convictions accrued between now and the time of my student internship may prevent me from obtaining an internship position in Washoe County Schools or other school districts. I certify that all the information that I have provided is true and accurate.

Applicant's Signature _____ Date _____

Department Signature: _____ Date: _____

Department notes:

M.S. in Elementary Education (36 Credits)

This Master's Program is designed to expand the content knowledge and teaching pedagogy in general education, social studies, math, science, and STEM disciplines and to produce instructional leaders with content area specialization. **(A specialized program can be co- designed with you and your advisor based on your area of interest)**

****Denotes Science, Math and / or STEM Focus**

Course Number	Course Name	Credits
	Research Core (3 credits) (Required in all programs)	
**EDRS 700	Introduction to Educational Research	3
	Professional Research Project, Thesis (3 credits) (Required in all programs)	
**CTL 795	Comp Exam / Project	3
	Core (6 credits)	
**EDUC 624	Curriculum Development in Mathematics	3
**EDUC 625	Curriculum Development in Science	3
EDUC 626	Curriculum and Development in Environmental Science Education	3
EDUC 627	Curriculum and Development in Social Studies	3
	Math Content Courses	
**CTL 651	Improving Mathematics Instruction	3
**EDS 750	Advanced Methods of Teaching Geometry and Measurement	3
**EDS 749	Advanced Methods of Teaching Mathematical Problem Solving	3
	Science & Engineering Content Courses	
**EDUC 695	Biology for K-8 Teachers	3
**EDUC 695	Earth and Space Science for K-8 Teachers	3
**EDUC 695	Physical Sciences for K-8 Teachers	3
**ENGR 691	Engineering Design & Technology	3
	Education Courses (Electives)	
CTL 620	Sociocultural Concerns in Education	3
CTL 710	Issues in Mathematics, Science, Technology and Society	3
CTL 720	Analysis of Teaching	3
CTL 740	Elementary School Curriculum	3

Course Number	Course Name	Credits
CTL 742	Models of Teaching (on-line fall)	3
CTL 730	Curriculum Theory (spring)	3
CTL 721	Evaluation of Classroom Learning (spring/ summer)	3
EDUC 647	Family Engagement (fall, spring summer)	3
EDS 748	Equity and Diversity in Math and Science Education	3
	Practical Application (Internship) (6 credits)	
CTL 728A	Problems in Teaching Social Studies	3
**CTL 728C	Problems in Teaching Science	3
**CTL 728D	Problems in Teaching Mathematics	3

M.S. in Elementary Education (36 CREDITS)

Lemelson M.S. in STEM Education Program of Study

This Master's Program is designed to deepen understanding of content knowledge and teaching pedagogy in math, science, Engineering and STEM disciplines. The major focus will be on Mathematics and science content and teaching understanding to improve classroom instruction with support courses in engineering design and integrating STEM disciplines for instruction.

*Eligible for a Mathematics Endorsement and Science Endorsements from the Nevada Department of Education.

Course Number	Course Name	Credits
	Research Core (3 credits) (Required in all programs)	
EDRS 700	Introduction to Educational Research	3
	Core (6 credits)	
EDUC 624	Curriculum Development in Mathematics	3
EDUC 625	Curriculum Development in Science	3
	Math Content Courses (9 Credits)	
CTL 651	Improving Mathematics Instruction	3
EDS 750	Advanced Methods of Teaching Geometry and Measurement	3
EDS 749	Advanced Methods of Teaching Mathematical Problem Solving	3

Course Number	Course Name	Credits
	Science Content Courses (9 Credits)	
**EDUC 695	Biology for K-8 Teachers	3
**EDUC 695	Earth and Space Science for K-8 Teachers	3
**EDUC 695	Physical Sciences for K-8 Teachers	3
	Engineering Content Courses (3 Credits)	
**ENGR 691	Engineering Design & Technology	3
	Practical Application (Internship) (3 credits)	
CTL 728C	Problems in Teaching Science	3
	or	
CTL 728A	Problems in Teaching Mathematics	3
	Professional Research Project / paper (3 credits)	
CTL 795	Comp Exam / Project	3

ADVANCED PROGRAM MEASUREMENTS

SLO #1: Teachers will be able to identify, analyze, synthesize and produce meaningful research on educational issues and policy informing their classroom practice (InTASC Standard 4 & 10H).

Rationale: The purpose of this outcome is to help teachers identify and utilize current research that informs their teaching practice. According to InTASC, teachers should use current research to inform their content knowledge and teaching methods (Standard 4), this research should inform planning of instruction for rigorous learning (standard 7) and result in increased student learning (standard 6). Therefore, this program will help teachers to understand the role of using research to inform practice.

Data: The measure of teacher understanding will be made at three points throughout the program. The first data collection point will be upon application when a teacher submits a sample of scholarly writing. This will create a baseline from which we can measure the ability of a teacher to identify and use research to inform their practice. The second data collection point will be during the EDRS 700 Introduction to Educational Research where students build a research proposal comprised of an introduction, review of the literature, and a proposed method for conducting research (action research) in their classroom. The final data point will be upon completion of the research project or thesis demonstrating competency of using research to improve practice and influence student learning. The hope is that teachers will increasingly learn the importance of contemporary research that improves practice and student learning. (See Rubric for grading)

SLO #2: Teachers will demonstrate the effective use of research based planning for instruction that leads to improved student achievement in math, science and / or social studies (InTASC Standards 6 & 7).

Rationale: The purpose of this outcome is to have teachers demonstrate that students do learn from their teaching. According to InTASC, teachers should be able to plan instruction that supports every student in meeting rigorous learning goals (standard 7) and that teachers will use multiple assessments to engage their learners in their own growth (standard 6). Therefore, this program will not only have teachers utilize the most current research regarding content, methodology, and pedagogy in their instruction, but teachers will demonstrate that the students in their classrooms are indeed learning from their instruction.

Data: The Measure of student learning in participating teachers classrooms will take place at three times in the program. The first will be a sample lesson plan submitted at application, the second at the end of year one and at the end of year 2 as a product of EDUC 624 & EDUC 625. Teachers in the local school districts currently are required to conduct a SLO each quarter of instruction that demonstrates student learning. Teachers will have the opportunity to submit the SLO conducted in their classroom with the content areas of math, science, and / or social studies to show that students are learning from their instruction. Additionally, in place of an SLO, teachers may use MAPS testing scores from the three administrations that are required in order to show student learning in mathematics. The hope here is that teachers will show that students learning is improved from the knowledge of content and pedagogy gained as a part of this program. (See rubric for grading)

SLO #3: Teachers will demonstrate growth in leadership roles and opportunities in their grade level teams, schools, district, and state or beyond (InTASC Standard 10).

Rationale: The purpose of this outcome is to show that by participating in this program that teachers gain the knowledge necessary to become teacher leaders and gain opportunities to demonstrate leadership in their grade level teams, schools, districts or beyond. According to InTASC, teachers should seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession. Therefore, as part of this program, teachers will gain the contemporary content, pedagogy and methodology and confidence / efficacy that is associated with this new knowledge so as to allow them to share with others in opportunities that promote leadership at multiple levels.

Data: This measure of teacher leadership will be measure at two points in the program. Once as a self-survey upon entry into the program and the second as a self-survey upon completion of the program. (See survey on teacher leadership opportunities - InTASC)

SLO	Application	Mid-Point	Exit Program
SLO #1: Teachers will be able to identify, analyze, synthesize and produce meaningful research on educational issues and policy informing their classroom practice (InTASC Standard 4 & 10H).	Application	EDRS 700	CTL 795 Comps
SLO #2: Teachers will demonstrate the effective use of research based planning for instruction that leads to improved student achievement in math, science and / or social studies (InTASC Standards 6 & 7).	Application	EDUC 624 EDUC 625	CTL 728C
SLO #3: Teachers will demonstrate growth in leadership roles and opportunities in their grade level teams, schools, district, and state or beyond (InTASC Standard 10).	Application	NA	CTL 728C
Professional Dispositions	Application	NA	CTL 795 Comps

GRADUATE STUDENT PROFESSIONAL BEHAVIORS AND DISPOSITIONS

(Complete and submit with application form)

University of Nevada, Reno

All professional educators are expected to adhere to a professional code of conduct. Any educator pursuing graduate studies serves as a model for others. The faculty of the College of Education & Human Development at the University of Nevada, Reno have adopted a set of professional behaviors or dispositions that are crucial for graduate level students. These dispositions apply to the university setting, courses, and field experiences. Failure to demonstrate one or more of the dispositions may lead to an individualized plan for improvement and, in extreme cases, could lead to removal from the program. The list of dispositions is not exhaustive. Depending on the situation, there could be behaviors that do not appear on the list, but which could be considered in an evaluation of readiness to continue in graduate study.

Reflective Practitioner
Professional Ethics. The candidate adheres to standards of ethical conduct including academic honesty and confidentiality.
Collaboration/Collegiality. The candidate works effectively with colleagues and contributes to a professional collegial atmosphere.
Commitment to Education. The candidate values the educational professions. He or she exhibits a positive attitude toward schools, teaching, students, and parents.
Emotional Maturity. The candidate responds to frustration and stress professionally and appropriately.
Professional Demeanor & Responsibility. The candidate demonstrates reliability by attending classes and other required experiences fully and completing work on time, communicating with relevant individuals when this is not possible.
Professional Feedback. The candidate is receptive and responsive to professional feedback, incorporating suggestions
Self-Reflection. The candidate reflects on and evaluates his or her behavior and work. He or she is willing to consider multiple perspectives of his or her performance. The candidate is willing and able to recognize difficulties or deficiencies and begins to develop potential solutions.
Multiculturalism and Democracy

Reflective Practitioner
Student Focus. The candidate recognizes and respects students as valued and unique individuals and believes that all students can learn.
Commitment to Diversity. The candidate values diversity in relation to such human dimensions as race/ethnicity, national origin, native language, social class, gender and gender identity, sexual orientation, abilities, and political and religious beliefs.
Love of Learning & Strong Fund of Knowledge
Initiative and Problem Solving. The candidate takes initiative in his or her own learning, seeks help, and solves problems.
Commitment to Learning. The candidate is curious and interested in learning more about students and content area.
The candidate seeks out and takes advantage of opportunities for professional growth.
The candidate recognized and assumes increasing responsibility for directing and contributing to his/her own educational development.
The candidate recognizes, appreciates, and applies appropriate research findings to his/her current practice.
Research and Scholarship
Ethical Researcher. The candidate understands and adheres to accepted practices regarding acknowledging and referencing other's ideas, writings, and data.
The candidate understands and adheres to requirements for the protection of human subjects as set forth through the Institutional Review Board.

I have read the dispositions and professional behaviors above and I understand they describe a set of expectations for candidates enrolled in teacher education programs in the College of Education & Human Development at the University of Nevada, Reno. I further understand that as a teacher education candidate if I do not exhibit these behaviors based on the professional judgment of program faculty, I may be asked to leave the program.

Candidate Signature: _____Date:_____

Candidate Name (Print): _____

ADVANCED PROGRAM MEASUREMENTS

SLO #1: Teachers will be able to identify, analyze, synthesize and produce meaningful research on educational issues and policy informing their classroom practice (InTASC Standard 4 & 10H).

Std. Name _____

Date _____

SLO 1 Application / EDRS 700 /CTL 795

Project _____

Reviewer _____

Reflective Essay Scoring Guide

Metric	(1)	(2)	(3)	(4)	(5)
Introduction: Problem identified in the literature; Research question clearly stated; and Theoretical Foundation identified	None evidenced	Incorrect statement; incorrect or omitted rationale and or incorrect or omitted theoretical framework	Weakly identified research question; incorrect rationale; theoretical framework weakly connected to research	Research question and/or rationale are stated but somewhat unclear; theoretical framework shows some connection to research	Research question, rationale, and theoretical framework are clearly stated and accurate
Synthesis and analysis of research articles	None evidenced	Paper includes a results section with missing portions of data represented in tables with descriptions / or descriptive analysis of Likert or survey data, or	Paper includes a results section with partial or poorly articulated data represented in tables with descriptions / or descriptive analysis of Likert or survey data, or	Paper includes a results section with some evidenced based data represented in tables with descriptions / or descriptive analysis of Likert or survey data, or	Paper includes a results section with appropriate and clearly evidenced based data represented in tables with descriptions / or descriptive analysis of Likert or survey data, or

Metric	(1)	(2)	(3)	(4)	(5)
.	.	represents a qualitative narrative.	represents a qualitative narrative.	represents a qualitative narrative.	represents a qualitative narrative.
Conclusion & Discussion	None evidenced	Conclusion is missing or not related to the research question with no or minimal discussion	Conclusion is poorly connected to research question with some discussion that may not include limitations and questions for further research	Conclusion is connected to research question with some discussion that includes limitations and questions for further research	Conclusion directly articulated from research question with appropriate discussion that includes limitations and questions for further research
Quality of writing overall (sentence structure, grammar, punctuation, spelling)	None evidenced	High number of errors in sentence structure, grammar, punctuation, and spelling.	Moderate number of errors in sentence structure, grammar, punctuation, and spelling	Minimal number of errors in sentence structure, grammar, punctuation, and spelling	Work reflects sound sentence structure, grammar, punctuation, and spelling
Correct APA citation format	None evidenced	All citations are not in APA format	Five citations are in correct APA format	Minor APA citation errors	All citations are in correct APA format

SLO #2: Teachers will demonstrate the effective use of research based planning for instruction that leads to improved student achievement in math, science and / or social studies (InTASC Standards 6 & 7).

ADVANCED PROGRAM MEASUREMENTS

SLO #2: Teachers will demonstrate the effective use of research-based planning for instruction that leads to improved student achievement in math, science, and/or social studies (InTASC Standards 6 & 7). Target: Developing (2) moving to Accomplished (3).

Metric	(0) No Evidence	(1) Beginning	(2) Developing	(3) Accomplished	(4) Exemplary
Planning for Instruction: Use of Standards in planning for learning objectives	Teacher does not use the content area standards or uses old state standards	Teacher sets learning objectives, but it is unclear they are based in standards and/or they are not measurable	Teacher uses curriculum materials & content standards to identify measurable learning objectives based on target knowledge and skills	Teacher refines standards-based learning objectives based on an understanding of student learning progressions and his/her students' development	Teacher collaborates with learners in identifying personalized Standards-based learning objectives to reach long term goals
Planning for Instruction: Sequences of learning	Teacher does not plan learning experiences with attention to sequencing and performance tasks	Teacher plans learning experiences without full attention to sequencing and/or performance tasks	Teacher plans and sequences common learning experiences and performance tasks linked to the learning objectives, and makes content relevant to learners	Teacher plans a variety of resources and learning experiences that build cross-disciplinary skills and are matched to experience, needs, and interests of individuals and groups	Teacher works with learners to identify pathways to goal achievement using a range of resources, learning experiences, and ways of demonstrating progress toward the learning goal
Planning for Instruction: Individual Learners	Teacher does not plan for individual learners with distinct needs for	Teacher plans for individual learners in a generalized manner rather than with specific attention to	Teacher identifies learners who need additional support and/or acceleration and designs	Teacher structures time in the plan to work with learners to build prerequisite skills, support	Teacher plans ways to support learners in taking responsibility for identifying learning

Metric	(0) No Evidence	(1) Beginning	(2) Developing	(3) Accomplished	(4) Exemplary
.	acceleration or support	learner needs or differentiation of instruction	learning experiences to support their progress	steady progress, and/or extend learning	challenges and using resources to support their progress
Planning for instruction: Use of assessment	Teacher does not use assessment data in planning for instruction	Teacher uses only one source of assessment data to plan instruction and/or does not use knowledge of learners' developmental levels, prior learning, and interests in planning for instruction	Teacher plans instruction using formative and summative data from records of learners' prior performance together with what s/he knows about learners' developmental levels, prior learning, and interests	Teacher aggregates and disaggregates formative and summative data, identifies patterns, and uses these data to inform planning	Teacher engages learners in assessing their own learning and uses this as one source of data to individualize and adjust plans
Assessment : Data alignment	Teacher provides no evidence of aligning assessment plans to specific learning objectives	Teacher provides a clear assessment plan, but it is not aligned to learning objectives and/or relies on only one source of assessment	Teacher uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objective	Teacher provides learners with multiple ways to demonstrate performance using contemporary tools and resources	Teacher uses formative classroom assessments to maximize the development of knowledge, critical thinking, and problem solving skills embedded in learning objectives

Metric	(0) No Evidence	(1) Beginning	(2) Developing	(3) Accomplished	(4) Exemplary
Assessment: Engaging Learners	Teacher Provides no evidence of plans to engage learners in assessment	Teacher plans to engage learners in assessment at a superficial level	Teacher engages each learner in examining samples of quality work on the type of assignment being given, providing criteria to guide performance	Teacher engages learners in generating criteria for quality work on a particular assignment, and designs learning experiences that help learners apply the feedback and strengthen their performance	Teacher engages learners in giving peers feedback on performance using criteria generated collaboratively
Student Learning	Teacher provides no evidence of improved student learning	Teacher provides superficial data showing student learning (e.g., only a post-assessment)	Teacher provides clear evidence of student learning by comparing pre- and post-assessment data	Teacher provides clear evidence of student learning using a variety of sources of assessment data, paying particular attention to individual student data rather than only average class performance data	Teacher provides clear evidence of student learning using a variety of sources of assessment data, and reflects with students on these data

SLO #3: Teachers will demonstrate growth in leadership roles and opportunities in their grade level teams, schools, district, and state or beyond (InTASC Standard 10).

ADVANCED PROGRAM MEASUREMENTS

SLO #3: Teachers will demonstrate growth in leadership roles and opportunities in their grade level teams, schools, district, and state or beyond (InTASC Standard 10). [Measured at admission and exit; goal: student growth from developing to accomplished or exemplary]

Self-Assessment of Leadership and Collaboration

1. I collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth. Please circle all statements that apply and provide an overall self-rating (1, 2, or 3).

1 (Developing)	2 (Accomplished)	3 (Exemplary)
I participate on the instructional team(s) and use advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) I participate in school-wide efforts to implement a shared vision and contribute to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) I elicit information about learners and their experiences from families and communities and use this ongoing communication to support learner development and growth. (10d; 10m; 10q)	*And...* I collaborate with colleagues on the instructional team(s) to probe data and seek and offer feedback on practices that support learners. (10a; 10b; 10f; 10n; 10o; 10r) I engage in school-wide decision making with colleagues to identify common goals, and monitor and evaluate progress toward those goals. (10a; 10c; 10l; 10n; 10o; 10p; 10r) I work with families to develop mutual expectations for learner	*And...* I bring innovative practices that meet learning needs to the instructional team(s) and support colleagues in their use and in analyzing their effectiveness. (10a; 10f; 10i; 10k; 10s) I advocate for continuous evaluation and improvement of the school-wide vision, mission and goals to ensure alignment with learner needs. (10b; 10c; 10k; 10l; 10p; 10s; 10t) I support colleagues in developing increasingly effective communication

1 (Developing)	2 (Accomplished)	3 (Exemplary)
I use technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g)	performance and growth and how to support it. (10d; 10g; 10m; 10n; 10o; 10q) Working with school colleagues, I connect families with community resources that enhance student learning and family well-being. (9l; 10b; 10d; 10e; 10m; 10n; 10o; 10r) I structure interactions between learners and their local and global peers around projects that engage them in deep learning. (5a) I build ongoing communities of support for student learning, through exchanging information, advice and resources with families and colleagues. (9l; 10m; 10n; 10o; 10q)	and collaboration with diverse families and community members. (8p; 10a; 10d; 10e; 10f; 10g; 10k; 10m; 10n; 10q; 10r) I advocate in the school and community to meet the needs of learners and their families, and to strengthen the community/ school culture for learning. (10d; 10e; 10k;10l; 10m; 10o; 10p; 10q; 10t) I work collaboratively across the learning community of learners, families, teachers, administrators, and others to support enhancement of student learning, for example by showcasing learner work physically and/or virtually for critique and celebration. (10a; 10d;10e; 10k; 10m; 10n; 10q)

Overall self-rating: _____

Comments:

2. I seek appropriate leadership roles and opportunities to take responsibility for student learning and to advance the profession. Please circle all statements that apply and provide an overall self-rating (1, 2, or 3).

1 (Developing)	2 (Accomplished)	3 (Exemplary)
I lead in my own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) I make practice transparent by sharing plans and inviting observation and feedback. (10r) I work to improve practice through action research. (10h)	*And...* I work with other school professionals to plan and jointly facilitate ongoing learning to better meet diverse needs of learners. (8p; 10a; 10b; 10n; 10r) I contribute to the growth of others through mentoring, feedback and/or sharing of practice. (10k; 10r) I collaborate with colleagues to jointly conduct action research and share results with the learning community. (10a; 10k; 10n; 10r) I contribute to establishing and maintaining a climate of trust, critical reflection, and inclusivity where diverse perspectives are welcomed in addressing challenges. (8p; 10k; 10n; 10o; 10p)	*And...* I model effective instructional strategies for colleagues, lead professional learning activities, and serve in other leadership roles. (10i; 10k; 10n; 10r; 10s) I motivate colleagues to consider leadership roles. (10k) I work independently and collaboratively to generate research and use it as a way to impact education issues and policies. (10a;10h; 10k; 10n; 10r; 10s) I advocate for learners, the school, the community, and the profession through leadership roles at the school, district, state, and/or national levels. (10e; 10k; 10p; 10s)

Overall self-rating: _____

Comments: