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Introduction to the MA Handbook

This handbook is a supplement to the Alverno College Student Handbook, *Building a Community of Learners: A Community Guide and Student Handbook*. The college handbook includes the policies that apply to all undergraduate and graduate students. The MA Student Handbook provides additional information, policies, and procedures specific to the MA in Education program. In the spirit of continuous improvement, the Alverno education faculty invite you to contact the MA program director with your suggestions for changes to the handbook. All student handbooks are available online at [http://www.alverno.edu/current_students/stu_handbooks.html](http://www.alverno.edu/current_students/stu_handbooks.html)

Mission/Purposes of the School of Education:

Mission: The School of Education at Alverno College prepares professionals committed to developing the abilities of all learners, to building community as a context and support for learning, and to continuing their own ongoing growth through thoughtful reflection.

Purposes: The following major purposes provide direction in pursuit of our mission; these four purposes that guide the institutional mission are tailored here to express the mission of the School of Education.

- Creating a Curriculum
  The curriculum for programs in the School of Education is designed by faculty to be
  - Ability-based and focused on student outcomes
  - Developmental, leading through more and more complex experiences, to full professional practice
  - Integrative, consciously building connections across frameworks and areas of study
  - Focused on fostering leadership in the learning communities of practice in both informal and formal roles

- Creating a Community of Learning
  The development of school professionals and adult educators requires that the School of Education create an environment that models the community of learning through
  - Respect for diverse backgrounds and perspectives
  - Collaborative and supportive interaction
  - Clear expectations
  - Active and reflective practice of self in relation to community

- Creating Ties to the Community
  In support of its mission, faculty and staff in the School of Education develop
partnerships with districts, schools, businesses, and community-based organizations in order to
- Develop appropriate field experience and internship sites
- Assist the School of Education to understand and respond to current needs in diverse work settings
- Assist partners in work settings to understand and value the contributions of the School of Education

• Creating Relationships with Higher Education
As colleagues with education professionals locally, regionally, and nationally, Alverno faculty and staff hold themselves responsible to contribute to the development of teacher education and adult education through
- Actively contributing to professional organizations
- Engaging in scholarship and the critique of scholarship
- Serving on task forces, planning groups, etc., in formal and informal leadership roles
- Sharing and building upon one another’s practice

The Mission of the Master of Arts in Education

The Master of Arts in Education Programs at Alverno College prepare educators for K-12 schools and adult learning settings:
- who are committed to developing the abilities of all learners,
- who are effective in planning and implementing developmentally appropriate instruction and assessments, and
- who understand and value diversity.

We believe that the future of effective teaching, learning and assessment, across settings that work with learners of all ages, depends upon educators who are knowledgeable, committed to the success of each and every learner, able to act on that commitment, and courageous enough to do so. Therefore, the Alverno College Master of Arts in Education Programs are designed to prepare educators who will go forth with the knowledge, skills, and behaviors to meet the challenges of today and tomorrow, creating schools and other organizations that are flexible and responsive to the challenges of the times.

Contacting us
Associate Dean for Graduate Studies in the School of Education: Desiree Pointer Mace
Office: CO 112; Telephone: 414-382-6345; E-mail: Desiree.pointer-mace@alverno.edu

Dean of the School of Education: Mary Diez
Office: CO 109; Telephone: 414-382-6214; E-mail: Mary.Diez@alverno.edu

School of Education secretaries: CO 108
Alice Guzman, 414-382-6186; E-mail: Alice.Guzman@alverno.edu
Kathi Danes, 414-382-6213; E-mail: Kathi.Danes@alverno.edu
Education Advanced Abilities

The MA program and both the K-12 and Adult Education specializations are guided by these five abilities:

- **Conceptualization:** The ability to integrate knowledge of a discipline with educational frameworks and a broadly based understanding of the liberal arts. As teachers exercise this ability, they effectively match strategies with situations, drawing learners to new stages of growth. They evaluate their teaching plans in relationship to outcomes in a systematic and ongoing way.

- **Diagnosis:** The ability of diagnosis focuses on teaching in relationship to the needs of individual students and students as a group. The effective teacher relates observed behavior to relevant frameworks in order to determine and implement plans that will meet students’ needs and lead them to the next level of development.

- **Coordination:** A similarly important component of effective teaching, coordination is the management of resources to support learning goals. Teachers develop the ability to structure environments for learning, make effective use of the institution and the community as a learning resource, and design appropriate learning experiences and assessment procedures.

- **Communication:** At the heart of effective teaching, communication is a central skill for the teacher. Clarity in presentations, feedback, direction of learning and goal setting, all contribute to the teacher’s ability to structure and reinforce learning. An effective teacher communicates enthusiasm to learners, both about the subject and the act of teaching/learning.

- **Integrative Interaction:** Effective teaching is student-oriented, drawing students’ experiences, ideas, and opinions into the classrooms. Through interaction, teachers recognize and respond to individual differences among students, and use personal resources, including time and abilities, to promote the growth of students.

See Appendix A for maps that show the development of these five advanced abilities over time, from beginning teacher through experienced professional practitioner.

See Appendix B for the Wisconsin Teaching Standards, which are applied in every program that prepares personnel for Wisconsin schools.
Standards to Guide the MA Programs

Programs for the preparation of school personnel are guided by state and national standards, as well as by the framework of Alverno’s advanced education abilities. Each program’s standards, portfolio design, and professional development plan is available in a separate appendix for your convenience. The portfolio and professional development plan is required for any new license in the State of Wisconsin.

Appendix C: Administrative Leadership: Wisconsin Teaching Standards; Wisconsin Administrative Standards

Appendix D: Alternative Education: Wisconsin Teaching Standards

Appendix E: Instructional Leadership: Wisconsin Teaching Standards; Wisconsin Administrative Standards

Appendix F: Reading: IRA/NCTE Standards
### Course Rotation Plan

#### Course Offerings Fall 201n through Fall 201σ (enrollment-contingent)

<table>
<thead>
<tr>
<th>Fall 2012</th>
<th>Spring 2013</th>
<th>Summer 2013</th>
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<tr>
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<td>TLA 611</td>
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<td>AL/DI courses</td>
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<td>AL/DI 671, 672 DI 668</td>
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<tr>
<td>AL assessments (AL 750 with AL 751)</td>
<td>AL assessments (AL 670 with AL 666 and AL 754 with AL 752)</td>
<td>AL assessments (AL 750 with AL 751)</td>
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<td>Computer technology courses</td>
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<td>Instructional Design ID 670, 675, 679 OD 677, 687</td>
<td>Instructional Design ID 675, 678 OD 647, 657</td>
<td>Instructional Design OD 667 OD 677</td>
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<td>ED 645, 682, 686, 688 Reading portfolios</td>
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<td>SPE 614 AC 636</td>
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<td>SPE 615</td>
<td>SPE 615 AC 636</td>
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<td>SPE 620</td>
<td>SPE 623</td>
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<tr>
<td>SPE 634 AC 640</td>
<td>SPE 634 AC 640</td>
<td>SPE 635a,b,c AC 636</td>
<td>SPE 634a,b,c AC 640</td>
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<td>UEF 601, 602, 605, 607, 609, 614, 615, 616</td>
<td>UEF 603, 604, 610, 611</td>
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</tbody>
</table>

*Courses for Alternative Education, and other electives
Assessment Plan

Students in the MA Program are assessed both in courses and through external assessments. All assessment processes are intended, first of all, for individual diagnostic, formative purposes. Some are also used to examine larger questions that can impact the program as a whole; data from the latter are aggregated and analyzed on a regular basis.

All students complete an entry assessment, based upon a philosophy and goals statement and a set of communication samples from their work site. They participate in a set of external assessments tailored to their programs. For most students, these assessments are:

- **AC 613** Taken upon completion of TLA 611 and 612 or upon completion of LTM 611 and 612
- **AC 653** Taken upon completion of TLA 651
- **AC 753** Taken upon completion of TLA 750

For alternative education, an additional external is the ED 670 portfolio.

For director of instruction, additional externals are AL 670 (with DI 666) and DI 751.

For administrative leadership students, the externals are:

- **AC 613** Taken upon completion of TLA 611 and 612 (all)
- **AL 670** Taken in conjunction with AL 666
- **AL 750** Taken in conjunction with AL 751
- **AL 754** Taken in conjunction with AL 752

For reading, the additional externals are:

- **ED 600** Reading Portfolio Orientation
- **ED 752** Reading Teacher Portfolio (required for those completing the #316 reading teacher license) Taken concurrently with last course
- **ED 754** Reading Specialist Portfolio (required for those who are completing the #317 license) Taken concurrently with last course
- **ED 755** Reading Teacher/Specialist Portfolio (for those completing the MA in reading, including both #316 and 317 licenses) Taken concurrently with ED 751

Programs leading to a new license in the State of Wisconsin require a portfolio and professional development plan. Contact the following persons for information about the requirements:

- **Administrative Leadership**: Margaret Tackes
- **Alternative Education**: Mary Diez/Desiree Pointer Mace
- **Instructional Leadership (Director of Instruction)**: William Hughes
- **Reading**: Jody Wicihowski

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Absences from Courses

Students are expected to attend all classes and participate in all learning activities. If, due to illness or unavoidable personal/professional commitments, you must miss a class, you should consult with the faculty member involved and/or the MA program director, as soon as possible in advance of the class, to develop an alternative plan to meet the objectives of the missed class. Absence from more than one session of a course will generally require the student to repeat the course. Consistent lateness may be considered an absence.

Depending upon the situation, your professor or the MA program director may advise you to drop a course or may decide that you are ineligible to continue attending a course if attendance has not been regular or if you have missed the first class meeting. In all instances, if you choose to drop a course, it is your responsibility to officially drop the course by contacting the Registrar’s Office. You are always encouraged to communicate with your advisor if you are considering dropping a course.

Academic Honesty

Throughout your studies at Alverno College, you will be exposed to a variety of learning styles and experiences. In some classes faculty require students to complete assignments in small-group work sessions while others may require students to complete work on an independent basis. Both experiences can be stimulating and rewarding. Each academic experience at Alverno requires that you as the student take responsibility for your own work in accordance with the instructions of their professor and with sound academic principles. Each student is expected to conduct their work, both inside of the classroom and in their independent research in ways that are academically honest.

Academic honesty is a basic requirement of the Master of Arts in Education program. Failure to comply with procedures that are academically honest are grounds for failing a class, being dismissed from a particular program or being dismissed from the college. The following is a non-exhaustive list of expectations for academic honesty. All students are required to comply with these expectations.

1. “GIVE CREDIT WHERE CREDIT IS DUE”—AVOID PLAGIARISM.

Learning the appropriate academic procedures for citing sources will not only help you in writing your papers within the academic setting, it will also help you to be accurate about the sources of ideas in writing and speaking within your work setting. Giving others credit for their ideas is a basic writing guideline. Such practice keeps you honest, by allowing you to reflect on the ideas of another and to add or integrate your own thoughts with the deliberate support of other authors. Citing sources correctly also helps your reader to follow your own thinking and to understand the evidence that supports your
thoughts. You too may find that being able to find a reference based on how someone else talked about them in an article or paper is a very helpful process. The same guidelines apply to giving a speech, poster-project, or other form of presentation. PowerPoint, slides, posters and other visual materials need to be properly referenced, and your thinking needs to be distinguished from the thoughts and ideas of others.

Plagiarism is, in essence, the taking of someone else’s thoughts and words and representing them as your own. It is seen as an offense to both the original author of those thoughts and words as well as an offense to your reader, who potentially could confuse the thoughts of the original author with those of someone representing those thoughts as their own.

Therefore, we will be very picky about plagiarism. If you use someone else’s words, you must use the proper quotation format. For short quotations, that means quotation marks and a reference with page number. For longer quotations, that means a hanging indent, and a reference with page number. Don’t do this incorrectly even on a draft – it’s plagiarism if you do. We’ll stop reading drafts when we find plagiarism – there’s no point in our assessing the writing of an already published work. Your best bet is to avoid using quotes as much as possible. Consult your APA Manual, Sixth Edition for ways to paraphrase an author’s ideas and how to properly give credit for that idea, even when you are paraphrasing it. (Remember when you paraphrase, you give the author’s name and date of the publication. When you quote, you must also include the quotation marks and the page number where you found the quote.)

If you have a question about the format of a specific citation, first consult your APA Manual, Sixth Edition. If after considerable effort in trying to resolve your question you are still in need of assistance, bring your question to your instructor or advisor, along with your specific work with the APA Manual and show them exactly where your confusion lies. They will help you address your specific concern. In the end however, you will be held responsible for representing yourself and others in an appropriate manner.

2. “TELL IT LIKE IT IS”—AVOID MISREPRESENTATION

When you are working with another author’s ideas, it is imperative that you represent those ideas accurately and that you give credit to the author for those ideas. If, for example, an author is presenting several alternatives to a particular dilemma, it is important that you indicate the range of alternatives that the author offers, rather than simply picking the one that you like the best and presenting it as if it were the author’s only idea. To single out a sentence or paragraph that suits your own purposes but does not represent the author’s train of thought is considered misrepresentation.

3. “TALK YOUR OWN TALK”—AVOID PLAGIARIZING ANOTHER STUDENT’S WORK.

A student may be dismissed from the program if he/she uses the work of another student as her/his own. This includes using papers that have been published on the internet,
written by a student in this or another college or university, or written by a former student.

4. “BE DISCREET ABOUT REPEAT”—AVOID SELF-PLAGIARISM

Self-plagiarism is the practice of using a paper that is written in one class to complete the requirements for a different class or project. If you are planning to use a part of a paper that you have already written in another class, first consult your instructor to see if the part of the paper is suitable material for the class you are presently taking. If you do not obtain appropriate permission for building on work from another class, or if you hand in a duplicate paper from another class to meet an assessment requirement, you may fail the project, the assessment and jeopardize your standing in the program.

5. “WALK THE WALK IN ORDER TO TALK THE TALK”—MAINTAIN RESPONSIBILITY FOR YOUR WORK WITHIN GROUPS

Students are expected to be appropriately responsible for their work within a group project setting. This includes attending mutually agreed-upon group meetings, completing mutually-agreed upon assignments and carrying your weight in the writing of a group paper or the implementation of a group presentation. If you fail to maintain your responsibilities as a group member, you may fail the group project assignment and you may be dismissed from the class.

Resources Consulted


This form is completed as part of the orientation to the MA program.

Official Acknowledgement of the Academic Honesty Policy

The Master of Arts in Education Program at Alverno takes Academic Honesty very seriously. After reading the Academic Honesty Policy document, you are asked to read and sign the statement below.

If there is any part of the Academic Honesty Policy of this statement that you don’t understand, ask about it immediately.

I ____________________________________________ understand that:
(print your name and student number)

• Using the words of another person without enclosing them in quotation marks (or identifying format) and providing a citation, and listing the source in the reference list is plagiarism.

• If I paraphrase another author, I must do more than change a word or two in a sentence. I must restate the information or opinion in my own words. I must also provide a citation and list the source in my references. Otherwise the paraphrase is plagiarism.

• I am obligated to accurately represent the thoughts and ideas of an author I am paraphrasing and citing. I understand that it is unethical to take a few of an author’s words and use them to support an idea that is not compatible with the author’s stance.

• If I have any questions about citations, references, quotation, or paraphrasing, I will ask my instructor before turning in my work. I understand that the penalties for plagiarism can be severe.

_______________________________________________________  ___________
Signature         Date

DO NOT SIGN THIS UNTIL YOU UNDERSTAND IT.
Advising

When you are admitted to the MA program you are assigned the MA program director as your academic advisor. The program director serves as a resource to each student during their first semester with regard to academic matters, policies and procedures, and registration. In the second semester, students may be assigned other faculty advisors/mentors, depending upon their specializations in the program.

Credit for Transfer Courses/Permit to Take a Course Elsewhere

Previous graduate course work is evaluated at the time of admission. Generally, a maximum of nine credits will be accepted in transfer. Once in the program, students who wish to take a course elsewhere need to complete a permit, outlining the reason for taking a course at another institution. The permit is subject to approval by the director of the program.

Criteria for Academic Performance

Master of Arts in Education students at Alverno College are expected to develop and consistently demonstrate strong communication and social interaction, along with critical thinking and problem solving. Three developmental rubrics, used across graduate programs at Alverno help guide the students in integrating these skills into their performance in academic and clinical settings. See Appendix J for the Speaking Criteria, Appendix K for the Writing Criteria, and Appendix L for the Social Interaction Criteria.

Expectations for Professionals

All Alverno MA students are held to high standards of practice. The Professionalism Rubric (see the next page) is a reminder of these high standards of practice. It is used by faculty to document student performance. Should concerns regarding professional behavior be noted, the form will be submitted to the director of the MA program, along with documentation of meetings or communication with the student regarding the behavior, including consequences as appropriate.
### Alverno College Master of Arts Program Professionalism Rubric

#### Name: __________________________

#### Course: __________________________  Semester: __________________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student effectively demonstrates discipline and responsibility for attending all class sessions and for being present at the start of each class</td>
<td>___ Met ___ Concerns*</td>
</tr>
<tr>
<td>Student finishes and turns in on the dates requested assignments that are complete and have been proofread</td>
<td>___ Met ___ Concerns*</td>
</tr>
<tr>
<td>Student takes the initiative to communicate with the instructor if there are attendance or assignment concerns</td>
<td>___ Met ___ Concerns*</td>
</tr>
<tr>
<td>Student consistently uses appropriate language, interacts in a professional manner and shows respect for others</td>
<td>___ Met ___ Concerns*</td>
</tr>
<tr>
<td>Student accepts equal responsibility for group assignments and supports others in doing so</td>
<td>___ Met ___ Concerns*</td>
</tr>
<tr>
<td>Student honors professional ethics, including appropriate use of quotations, recognition/citation of sources, respect for confidentiality and privacy, etc.</td>
<td>___ Met ___ Concerns*</td>
</tr>
</tbody>
</table>
*If concerns are noted, faculty members are asked to attach documentation of meetings or communication with the student regarding his/her behavior, including consequences related to the behavior.

Extension of Program Completion

Course work is to be completed within seven years of entry into the MA program. If you are not able to complete the program within this timeframe, you must submit a letter to the MA program director requesting an extension. Your letter should explain why an extension is required and describe your plan and timeline for program completion. The program director will review the request and respond in writing. The deadline for submitting a request to extend your program completion is the beginning of your sixth year in the program.

Independent Study

Students who want to develop a course that is not available at Alverno can do so using the Independent Study proposal form, available in Appendix I. Proposals must indicate the learning goals to be pursued, how the independent study addresses the five advanced education abilities, and a detailed plan for the independent study, including how it will be assessed. Independent study courses may range from 1 to 3 credits. Either an Alverno faculty member or an external professional may be identified as the instructor for the course.
APPENDIX A: A DEVELOPMENTAL MODEL OF TEACHER COMPETENCE

In 1979, the Education Department, in collaboration with the Office of Research and Evaluation and selected faculty across the discipline, began to work toward the development of a model of the generic abilities of the educator. A review of the literature in education competence was completed in the fall of 1979.

The Education Reconceptualization Group's aim was to identify the broad competences of the educator, across grade levels and content areas and including educating in informal settings (e.g. as practiced by a nurse or manager, as well as by a classroom teacher). Because the Alverno notions of competences as developable abilities of the person contrasts with notions in much of the research of competences as discrete behaviors, the Group began with wide-ranging discussion probing their experiences as educators and with other educators. After four years of discussion and refining work, a developmental model of teacher competence was captured in five "maps" showing the aspects of each ability as it typically develops from beginning to developing to advanced performance.

The Alverno conceptualization was used in the development of the beginning teacher standards by the Interstate New Teacher Assessment and Support Consortium (INTASC) in the early 1990s. The INTASC standards, in turn, became the basis for development of the Wisconsin Teaching Standards in the late 1990s. The Alverno abilities have been reviewed and updated periodically by the Education Division, drawing upon the National Board for Professional Teaching Standards work, among other resources.

The five abilities are identified as generic teaching skills:

- **Conceptualization:** Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes.
- **Diagnosis:** Relating observations of behavior and situations using frameworks in order to foster learning.
- **Coordination:** Managing resources effectively to support learning goals.
- **Communication:** Using oral, written and media modes of communication to structure and reinforce learning processes.
- **Integrative Interaction:** Demonstrating professional responsibility in the learning environment.

The "maps" for each ability follow. The expectations of the Beginning Teacher characterize the expected performance of a teacher entering the field. Because the dynamic competences are further refined through experience and reflection on that experience, the expectations of the Developing Teacher characterize a stage of professional development usually demonstrated by teachers with several years of teaching experience. The expectations of the Experienced Professional Teacher are the mark of a master, demonstrating professional depth and development.
CONCEPTUALIZATION
Integrating disciplinary knowledge with educational frameworks and a broad understanding of human development in order to plan and implement learning processes.

Expectations for the Beginning Teacher

Applying analytical skill to the integration of knowledge base and psychological/social/philosophical foundations of education
  • Showing command of disciplines
  • Presenting disciplinary knowledge in conceptual context

Disciplinary knowledge bases,
  e.g., math, language arts, and pedagogical content knowledge

Linking Frameworks
  and learning, e.g., developmental psychology, learning theory, motivation theory, motivation theory, etc. and school/relationships

Liberal arts skills
  e.g., reflection, self assessment, epistemology, inquiry approaches etc.

Developing sensitivity to learners as individuals within the group as a whole
  • Making links between learning and developmental theory and concrete individuals in order to use appropriate depth of information
  • Recognizing the impact of differences (in culture, gender, learning preferences, etc.) in order to plan learning experiences that meets the needs of individuals and the group
  • Planning material both to meet learners' current needs and to lead to the next level of development, e.g., preparing appropriate activities
  • relating learning experiences to previous work

Expectations for the Developing Teacher

Building increased ability to use disciplinary knowledge as a resource in facilitating learning

Continuing to expand and develop own knowledge bases in all these areas
  • Trying out ways to link disciplinary knowledge to learner experience
  • Seeking to learn more about learners and the communities from which they come
  • Using varied sources of professional input

Increasing sensitivity to learners in a group and as individuals
  • Trying to meet learners' perceived needs
  • Recognizing and adapting to factors that impact on the individual learner's relationship to the environment, the subject matter, or other learners (e.g., culture, gender, learning difference, etc.)
  • Using awareness of varied perspectives and sources of difference to create activities to meet diverse learner needs
  • Trying to stretch learners to the next steps in their development
  • Sensing multiple possibilities, i.e., the array of things that might happen, that one might do
  • Predicting the impacts of various strategies
  • Evaluating plans in relationship to outcomes in a systematic and ongoing way
  • Constantly relating information to frameworks in order to increase understanding

Refining understanding of the system
  • Knowing what others have done/are doing (e.g. in previous learning experiences)
  • Knowing the whole educational sequence and learners in relationship to it
  • Knowing available technology resources (e.g., telecommunications, multimedia, etc.)

Expectations for the Experienced Professional Teacher

• Showing commitment to a style of thinking within one's discipline
  • Making explicit the impact of one's discipline knowledge on the design of instruction
  • Taking responsibility for clear presentations providing for common experiences
  • Finding ways to make links with learners' ongoing experiences, especially those that are different from one's own (e.g., cultural and social experiences)

Showing high ability to pick the right strategy for the right situation
  • Calling forth higher-level learning
  • Facilitating high-level discussion that engages learners in constructing their knowledge and critiquing it
  • Figuring out the patterns in interaction to help the learner bring analytic thinking to a new level
  • Helping all learners to develop a high level of media and computer literacy

Modeling an adult learning process
  • Showing growth and reflecting on own growth
  • Shaping the relationships between the concrete skill processes being focused on and learners' own lives to show the environment as transforming
  • Acting with creative awareness of how to use the system to support and promote learner success
  • Operating with autonomy, able to single-handedly manage multiple schemes, individuals, and interactions
  • Engaging in research related to teaching, learning, and assessment practices
CONCEPTUALIZATION

(Continued)

- helping learners to relate disciplinary knowledge to “real life” experiences
- using structures to support learner organization of information
- using media and technology to meet learning needs
- Analyzing the effect of activities on both individuals and the group as a whole

Developing an understanding of the system within which one works
- Recognizing communication networks in the organization
- Learning the history and philosophy of the organization
- Becoming aware of developmental sequences in the system
- Developing awareness of varied perspectives and sources of differences
- Becoming aware of problematic issues inherent in the system

Developing an awareness of oneself as a part of the transformational process
- Recognizing one's own biases
- Recognizing area of needed growth and development (e.g., regarding technology)
- Taking responsibility for one's professional role
- Reviewing professional standards

Refining sense of self within the system
- Developing leadership roles
- Developing intellectual linkages
- Involving self in networks and collaborative endeavors
- Developing tolerance for ambiguity by making links between the ideal and the real
- Monitoring professional standards

Acting as a professional
- Using leadership roles to impact positive
- Working effectively with others to support professional growth
- Contributing to the development of professional standards
- Articulating the impact of multiple factors in the learning process, e.g.,
  - how issues of diversity and justice affect the learning environment
  - how media and technology have an impact on school and society, and particularly on school reform
DIAGNOSIS
Interpreting observations of behavior and situations using frameworks in order to foster learning

Expectations for the Beginning Teacher

Observing
- Person(s)
- Environment
- Process

Questioning
- To get information
- To help learners to question

Working inductively and experientially, with flexibility and open-mindedness

Practicing two-fold skills of observing and questioning:
- Collecting information through observation of interaction and through questioning
- Developing frameworks to understand the information coming in
  - Understanding and drawing upon already existing frameworks related to learners and to the learning process
  - Not distorting concrete experiences to fit frameworks
  - Not distorting frameworks to fit experiences
- Rethinking information and creating new theories
- Designing and selecting assessment instruments appropriate to the learning outcomes
- Determining appropriate learning prescriptions
- Generally making this an ongoing process
  - Gathering information/developing frameworks in an ongoing cycle
  - Continuing to monitor aspects while prescription is in place
  - Evaluating learner performance using appropriate criteria and providing focused feedback
  - Identifying awareness of learner needs into planning
  - Identifying needs for own ongoing professional development

Expectations for the Developing Teacher

Using memory effectively
- Using accrued experience to see both
- Group Patterns of Behavior
- Individuals Patterns of Behavior (especially as they deviate from group patterns)

Sharpening two-fold skills
- Experiencing specific individuals concretely
- Observation
  - Relating to framework, combinations of frameworks
  - Developing range in dealing with data and frameworks
  - Beginning to recognize relativity
- Frameworks
  - of frameworks and variety of data
  - Learning to resort data until a solution emerges that better fits the actual experience

Recognizing multiplicity and working toward tolerance for ambiguity
- Beginning to sense self as a continually developing professional
- Accepting awareness that there is never a "perfect fit" between theory and concrete examples

Expectations for the Experienced Professional Teacher

Demonstrating flexibility in actively seeking information or frameworks with which to probe information
- Can give up one thing to try for something else

Showing commitment to diagnosis as an ongoing process
- Continuing to go back over the same ground, experimenting, trying different angles, creatively and eclectically hypothesizing
- Making decisions "for the time being"
  - Knowing that diagnosing continues even in implementation
- Using developing skill
  - Knowing when to let go of data and go to a framework
  - Knowing when to let go of framework(s) and go back to data
- Recognizing multiplicity
  - Linking relationships across all components even as components increase
  - Making observations that are
    - polymodal
    - instantaneous
    - integrated

Using effective interpersonal skills that have been honed to gather information
- Withholding judgment and decision until having sufficient evidence
- Sensitive to what is developing at the moment
- Teaching to/through what is developing at the moment

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Developing awareness of ways to diagnose learner needs based on information from varied perspectives
- Understanding the role of the environment and teacher expectations in learning
- Seeking input from the local community on issues of importance in the social context to guide teaching choices and to prepare for meeting diverse learner needs
- Analyzing learning needs and prescribing strategies to enhance learning
- Developing a range of assessment strategies to support learning, e.g., simulations, performances, writing experiences, etc.

Avoiding dangers:
- Making the concrete so powerful that one fails to see how the framework fits
- Being so ready with the framework that one fails to probe the actual experience

Diagnosing learner needs based on knowledge and understanding of their varied perspectives
- Incorporating aspects of issues of social concern into learning exploration
- Integrating a variety of media and technology lessons to provide for a wide range of experiences
- Promoting critical media literacy skills for all learners
COORDINATION
Managing resources effectively to support learning goals

Expectations for the Beginning Teacher

Developing the use of resources toward learning goals
- Helping learners to make sense out of resources for learning
  - Identifying varied resources, including time, space, activities, concepts,
  - Allocating frameworks, media and technology,
  - Managing and community resources

Structuring the learning environment
- Creating a climate of acceptance and willingness to learn
- Shaping the environment to provide for data gathering, reflection, practice, etc.
- Integrating uses of technology into daily learning
- Creating variety in learning activities
- Dealing with both individuals and groups

Collaborating with learners and others for the sake of the learners
- Making links with the learners' other environments
- Drawing upon professional colleagues
  - Coordinating the effect all members of the system have in all the learning taking place
  - Trying out new ideas with the goal of reaching all learners
  - Sharing plans, problems, ideas
  - Infusing diversity throughout the learning experiences

Monitoring the processes of learning
- Linking practice with data base
- Linking frameworks in an ongoing way to allow ongoing evaluation, adjustment, and adaptation in practice
- Maintaining effective records of learning, including portfolios that include examples of performance
- Using appropriate technology
- Teaching in a manner that supports assessment as learning

Establishing an initial confidence in self as teacher
- Developing skills of self-assessment

Expectations for the Developing Teacher

Integrating the use of resources in focused learning experiences
- Focusing strategies to effect movement to learning goal
- Stimulating skill building in learners
- Initiating student involvement in managing resources
- Implementing media and technology resources
- Integrating multimedia and technology throughout learning experiences

Building skills in collaborating
- Developing relationships to enhance the levels/ fronts of student learning
- Seeing the learner as self-teacher
- Seeing that all the "worlds" that learners bring with them into their relationship with you are other arenas in which learning is going on
- Establishing consistent interaction lines with other teachers
  - Actively seeking and giving feedback and sharing experiences and ideas with colleagues in same system and across systems
  - Using media to support cooperative learning

Developing skills in monitoring student growth
- Moving back and forth easily from action to reflection to action

Acting with increased confidence in self as a tool of learning
- Practicing self assessment
- Seeing self as informed with knowledge
- Seeing self as interacting with much experience
- Seeing self as comfortable and flexible in action

Expectations for the Experienced Professional Teacher

Practicing as teacher within institutional framework
- Structuring environments to make effective use of institution as resource
- Assisting learners to identify resources
- Managing and integrating varied resources toward learning goals
- Collaborating across the institution and with wider society in systematic networks
- Monitoring impacts of large and small aspects of learning environments
- Collaborating with those inside and outside the school to implement technology

Demonstrating highly-skilled adaptation to changing situations
- Responding to needs quickly
- Handling multiple levels of interaction and understanding

Merging elements of autonomy and collaboration in working in an effective, productive style
- Actively continuing one's own ongoing, experiential learning

Acting with developed professional values
- Practicing self-assessment in all aspects of the teacher role
- Articulating a philosophy of teaching, learning, and assessment
- Committed to processes that lead to goals and seeing self as part of the process that leads to goals
- Making choices out of professional values
- Co-creating with others to make the whole institution a learning environment
- Effectively drawing upon resources
- Flexibly dealing with change
- Taking initiative
COMMUNICATION
Using oral, written, and media modes of communication to structure and reinforce learning processes

Expectations for the Beginning Teacher
Using voice and manner to create a sense of presence and involvement
- Beginning to use communication to establish the learning environment (through effective use of eye contact, voice variation, body language, movement, room arrangement, etc.)
- Recognizing the need to adapt communication for diverse groups
- Demonstrating skills in self-presentation in professional contexts

Using legible media purposefully and skillfully as a support to presentations
- Selecting/producing media to support learning goals
- Using media and technology resources to facilitate learning

Showing internalization of content
- Making goals of learning activities clear
- Creating presentations marked by...
  - clarity of concepts
  - accuracy of information
  - alternative explanations
  - adaptation to audience
  - effective integration of media and technology

Demonstrating professional quality in own writing and speaking
- Communicating clearly and appropriately in multiple settings
- Using appropriate language and format in written communication

Expectations for the Developing Teacher
Effectively creating a sense of presence and involvement
- Adapting in response to awareness of diverse learner needs
- Demonstrating growth in presentation skills

Refining use of media out of a growing awareness of how learners process information
- Modeling effective teaching with technology
- Choosing, creating, using media and technology to support learning
- Integrating media and technology to convey information and to enhance presentations
- Providing numerous opportunities for learner interaction with media and technology

Increasing means of linking content and teaching strategies
- Developing a greater range of adaptation to audience needs
- Designing short explanations for concepts or procedures from many different perspectives

Refining ability to communicate effectively across a range of professional situations
- Developing adaptive skill in tailoring communication to new needs
- Rethinking routine communications and continually recasting them out of ongoing experience

Expectations for the Experienced Professional teacher
Structuring the physical/interpersonal environment as a means of communicating content
- Through sensitivity and personal presence, communicating that as a learner, one can also teach others
- Adapting the environment to support teaching/and learning for a diverse range of learners
- Reinforcing and motivating learners through effective communication

Demonstrating versatility in the creative preparation and use of varied media
- Planning for the stimulation of many learning styles and modes, (e.g. visual, aural, kinesthetic)
- Creating presentations that have multiple levels in order to meet many learners and to move each to a new place
- Integrating the use of technology in preparing and presenting learning experiences
- Implementing learning experiences which reflect an awareness of media literacy
- Practicing growth in presentation skills

Demonstrating understanding of content area/discipline in both theoretical and experiential ways
- Adapting presentations that can reach out to the experience of the learners
- Translating information and experiences into multiple modes

Modeling effective communication
- Showing understanding of complex, multi-faceted situations
- Communicating knowledgeably about the use of technology in education
- Communicating explicitly own philosophy of
education
. Adapting effectively as contexts change
. Searching out professional literature to support own development as professional and to integrate in presentations related to profession
INTEGRATIVE INTERACTION

Demonstrating professional responsibility in diverse learning environments

Expectations for the Beginning Teacher

Believing as a director of learning in the developing knowledge, understanding and abilities of learners

Perceiving and responding to basic elements of the complex of variables present in interaction, e.g., roles, developmental levels, situation, relational definitions, emotions, content, environment, etc.

- Welcoming and celebrating diversity
- Listening/connecting/providing different perspectives in response to learner activity
- Giving satisfactory answers to learner's questions/comments
- Stimulating learners to question and respond
- Guiding interlearner discussion
- Modeling learning by making explicit what one is doing
- Encouraging individual participation while effectively directing group activity
- Using feedback to assist learners to become self-starting learners
- Nurturing learner development

Demonstrating awareness of the limitations inherent in the situation, the learners, and self

- Showing respect for varied learner perspectives
- Demonstrating an adequate understanding of individual differences, especially cultural, gender and psychological differences
- Dealing with individuals in a way that recognizes their personal qualities
- Making connections between/among different cultural groups
- Designing learning to best relate to the characteristics of the group and individuals within it
- Reflecting an awareness of the effect of media on learning

Expectations for the Developing Teacher

Believing as a colleague with learners in sharing responsibility for learning

Demonstrating growing awareness of the complex of variables present in interaction

- Recognizing how aspects of interaction affect the teacher and the teacher's strategies
- Adapting possible responses out of increased experience
- Enlarging one's repertoire of interaction skills
- Differentiating responses in interacting one-on-one and with the group

Extending ability to assist learners to become more independent

- Providing structures within which learners can create their own perspectives
- Providing other perspectives for learners to test their knowledge
- Providing a wide range of media and technology options to engage learners with multiple perspectives and global issues

Taking responsibility for increasing professionalism

- Developing identification as a professional
- Acting on professional values
- Relating effectively with peers and superiors
- Relating to systems and institutions
- Seeking opportunities to develop new skills/knowledge

Integrating other skills:

Taking responsibility for diagnosis and assessment (and sharing both with learner)

for intervention by designing effective strategies for growth

Expectations for the Experienced Professional Teacher

Believing as an advocate of learning in motivating, in relating to the learner, in sharing judgment

Demonstrating sophisticated awareness of the complex of variables present in interaction, their mutual impact, and their ongoing negotiation by the interactants

- Constantly making adjustments in activities, not out of a pre-planned program, but in response to relevance of learners' experience and knowledge and the reality of the broader societal sphere of influence on their lives
- Using nonverbal cues to test out ways in which the responsibility/activity for learning can be shifted to the learner

Assisting learners in the habit of taking multiple perspectives

- Showing commitment to the process of going from experience to conceptualization
- Encouraging learners to seek out and explore multiple perspectives

Taking responsibility for and to the state of education

- Identifying as a professional
- Acting out of an explicit philosophy of education
- Working with local/broader spheres of influence
- Promoting others to become technology supporters
- Advocating for the use of technology in education
- Facilitating curriculum reform through the integration of media and technology
· Dealing with a range of classroom situations with confidence and calm
INTEGRATIVE INTERACTION

(Continued)

Integrating other skills:

**Diagnosis** - Observing, questioning, gathering information,

**Communication** - Using presentation as a stimulus and a focus for interaction

**Conceptualization** - Developing an understanding of the system, recognizing developmental expectations

**Coordination** - Collaborating with learners and others

Integrating other skills:

**Diagnosis**
- Using memory to see patterns in order to trigger further questions and experiences
- Experiencing concrete behavior of individuals

**Communication**
- Focusing presentations to capitalize on learners' experiences
- Designing presentations to stimulate learners' interaction/questioning in new directions

**Conceptualization** - Showing multi-faceted

**Coordination** - Collaborating, establishing interaction with other teachers

Integrating other skills:

**Diagnosis** + Practicing diagnosis as an ongoing process

**Communication** + Shaping presentations to teach to higher level outcomes

**Conceptualization** - Overcoming lack of common knowledge through attention to both breadth and depth
  - Showing refined sensitivity to the learner
  - Interacting effectively with systems across the entire field of education

**Coordination** - Acting with developed professional values
Appendix B: Wisconsin Standards for Teacher Development and Licensure

Standard 1:
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.

Knowledge*
The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

The teacher understands how students' conceptual frameworks and their misconceptions for an area of knowledge can influence their learning.

The teacher relates his/her disciplinary knowledge to other subject areas.

The teacher understands life skills instruction relevant to independent, community, personal living and employment.

The teacher understands social skills needed for educational and functional living environments and effective instruction in the development of social skills.

The beginning level special education teacher understands models, theories, and philosophies that provide the basis for special education practice.

The beginning level special education teacher understands the processes of and legal requirements for special education and related services including pre-referral intervention, screening, referral, multi-disciplinary team responsibilities, and individualized education plan, as well as program and placement alternatives for providing the least restrictive environment for pupils with exceptional educational needs.

Dispositions

The teacher realizes that subject matter knowledge is not a fixed body of facts but is complex and ever-evolving. S/he seeks to keep abreast of new ideas and understandings in the field.

The teacher appreciates multiple perspectives and conveys to learners how knowledge is developed from the vantage point of the learner.

*Detailed standards for discipline-based knowledge need to be developed, using the work of the subject area specialty groups

The teacher has enthusiasm for the discipline(s) s/he teaches and sees connections to everyday life.

The teacher is committed to continuous learning and engages in professional discourse about subject matter knowledge and children's learning of the discipline.
Performances

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and link them to students' prior understandings.

The teacher can represent and use differing viewpoints, theories, "ways of knowing," and methods of inquiry in his/her teaching of subject matter concepts.

The teacher can evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in representing particular ideas and concepts.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence used in the discipline.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher can create interdisciplinary learning experiences that encourage students to integrate knowledge, skills, and methods of inquiry from several subject areas.

The teacher integrates affective, social, and career/vocational skills with academic curricula.

**Standard 2:**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.

**Knowledge**

The teacher understands how learning occurs-how students construct knowledge, acquire skills, and develop habits of mind-and knows how to use instructional strategies that promote student learning for a wide range of student abilities.

The teacher understands that students' physical, social, emotional, moral, and cognitive development influence learning and knows how to address these factors when making instructional decisions.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral, and cognitive), can identify levels of readiness in learning, and understands how development in any one domain may affect performance in others.

The beginning level special education teacher understands curricula for the development of motor, cognitive, academic, social, language, affective, and functional life skills for individuals with exceptional learning needs.

**Dispositions**
The teacher appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

The teacher is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

**Performances**

The teacher assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.

The teacher stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.

The teacher accesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

**Standard 3:**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities

**Knowledge**

The teacher understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.

The teacher understands and can provide adaptations for areas of exceptionality in learning—including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.

The teacher knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.

The teacher understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.

The teacher has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

The beginning level special education teacher understands the demands of the various learning environments.
The beginning level special education teacher understands methods of teaching, supporting and maintaining pupils with exceptional educational needs in the general and special education environments.

**Dispositions**

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."

The teacher respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.

The teacher is sensitive to community and cultural norms.

The teacher makes students feel valued for their potential as people, and helps them learn to value each other.

**Performances**

The teacher identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.

The teacher uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.

The teacher makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.

The teacher can identify when and how to access appropriate services or resources to meet exceptional learning needs.

The teacher can identify when and how to access appropriate resources to meet the needs of students with particular talents.

The teacher seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures).

The teacher brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family and community experiences and cultural norms.

The teacher creates a learning community in which individual differences are respected.

The teacher demonstrates sensitivity and respect for protected classes under nondiscrimination legislation.
The beginning level special education teacher uses strategies and techniques for facilitating the functional integration of students with exceptional educational needs in various settings.

The beginning level special education teacher demonstrates knowledge of the continuum and individual student characteristics and needs that dictate provision of services within the least restrictive environment.

The beginning level special education teacher utilizes specialized physical care techniques.

**Standard 4:**
The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children’s development of critical thinking, problem solving, and performance skills.

**Knowledge**

The teacher understands the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and how these processes can be stimulated.

The teacher understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).

The teacher knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audiovisual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources).

The beginning level special education teacher understands compensatory and remedial methods, techniques (CEC-39) and curriculum materials.

**Dispositions**

The teacher values the development of students' critical thinking, independent problem-solving, and performance capabilities.

The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

**Performances**

The teacher carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, learning differences, and interests).
The teacher uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help students assume responsibility for identifying and using learning resources.

The teacher constantly monitors and adjusts strategies in response to learner feedback.

The teacher varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.

The teacher develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.

The beginning level special education teacher uses compensatory and remedial methods, techniques, and curriculum materials.

The beginning level special education teacher chooses, uses, and integrates appropriate technologies (including assistive/adaptive technology) into the instructional process.

The beginning level special education teacher facilitates maintenance and generalization of skills across learning environments.

The beginning level special education teacher selects and implements instructional techniques and strategies that successfully promote all transitions for students with exceptional educational needs.

**Standard 5:**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**

The teacher can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.

The teacher understands how social groups function and influence people, and how people influence groups.

The teacher knows how to help people work productively and cooperatively with each other in complex social settings.

The teacher understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.

The teacher recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.
The teacher understands ethical considerations inherent in classroom behavior management.

The beginning level special education teacher understands basic classroom management theories, methods, and techniques for students with exceptional educational needs.

**Dispositions**

The teacher takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.

The teacher understands how participation supports commitment, and is committed to the expression and use of democratic values in the classroom.

The teacher values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

The teacher recognizes the value of intrinsic motivation to students' lifelong growth and learning.

The teacher is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

**Performances**

The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

The teacher engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.

The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

The teacher helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.

The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

The teacher organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
The beginning level special education teacher knows and practices strategies for non-violent crisis prevention/intervention.

**Standard 6:**
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

**Knowledge**

The teacher understands communication theory, language development, and the role of language in learning.

The teacher understands how cultural and gender differences can affect communication in the classroom.

The teacher recognizes the importance of nonverbal as well as verbal communication.

The teacher understands and can use effective verbal, nonverbal, and media communication techniques.

**Dispositions**

The teacher recognizes the power of language for fostering self-expression, identity development, and learning.

The teacher values many ways in which people seek to communicate and encourages many modes of communication in the classroom.

The teacher is a thoughtful and responsive listener.

The teacher appreciates the cultural dimensions of communication, responds appropriately, and seeks to foster culturally sensitive communication by and among all students in the class.

**Performances**

The teacher models effective communication strategies in conveying ideas and information and in asking questions (e.g. monitoring the effects of messages, restating ideas and drawing connections, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues given and received).

The teacher supports and expands learner expression in speaking, writing, and other media.

The teacher knows how to ask questions and stimulate discussion in different ways for particular purposes, for example, probing for learning understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, encouraging convergent and divergent thinking, stimulating curiosity, helping students to question.
The teacher communicates in ways that demonstrate a sensitivity to cultural and gender differences (e.g. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation).

The teacher knows how to use a variety of media communication tools, including audio visual aids and computers, to enrich learning opportunities.

The beginning level special education teacher designs and implements appropriate proactive and reactive behavioral interventions, consistent with the principles of the least restrictive alternative. Such practices shall address legal, ethical, and safety considerations.

**Standard 7:**
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

**Knowledge**

The teacher understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.

The teacher knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.

The teacher knows when and how to adjust plans based on student responses and other contingencies.

**Dispositions**

The teacher values both long term and short term planning.

The teacher believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.

The teacher values planning as a collegial activity.

**Performances**

As an individual and a member of a team,

The teacher selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).

The teacher plans for learning opportunities that recognize and address variation in learning styles, learning differences, and performance modes.
The teacher creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.

The teacher creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.

The teacher responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

The teacher plans and directs the activities of paraprofessionals and classroom volunteers.

The teacher creates an environment which fosters self-advocacy and increased independence.

The teacher facilitates the involvement of the student in setting instructional goals and charting progress.

The teacher uses technology to assist with planning and managing the teaching and learning environment.

The teacher plans and implements transition activities, curricular and instructional approaches, that contribute to the preparation of students, including post-secondary education, careers, vocations, citizenship, independent living, recreation, and leisure.

The beginning level special education teacher demonstrates knowledge and skills in adapting curriculum in the areas of daily living skills, health, safety, home maintenance, human sexuality, and functional literacy.

**Standard 8:**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

**Knowledge**

The teacher understands the characteristics, uses, advantages, and limitations of different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds of experiences will support their further growth and development.

The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes.

The teacher understands measurement theory and assessment-related issues, such as validity, reliability, bias, and scoring concerns.

The teacher is aware of and responsive to ethical concerns related to assessment

**Dispositions**
The teacher values ongoing assessments as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

The teacher is committed to using assessment to identify student strengths and promote student growth rather than to deny students access to learning opportunities.

The beginning level special education teacher knows issues related to eligibility determination for individuals with exceptional educational needs.

**Performances**

The teacher appropriately uses a variety of formal and informal assessment techniques (e.g. observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, peer assessment, and standardized tests) to enhance her or his knowledge of learners, evaluate students' progress and performances, and modify teaching and learning strategies.

The teacher solicits and uses information about students' experiences learning behavior, needs, and progress from parents, other colleagues, and the students themselves.

The teacher uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.

The teacher evaluates the effect of class activities on both individuals and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work.

The teacher monitors his or her own teaching strategies and behavior in relation to student success, modifying plans and instructional approaches accordingly.

The teacher maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to students, parents, and other colleagues.

The beginning level special education teacher uses appropriate non-biased procedures for screening, pre-referral, referral, assessment, identification of students suspected of having exceptional educational needs.

The beginning level special education teacher understands the relationship of assessment to the IEP and placement decisions.

The beginning level special education teacher collaborates with parents and other professionals involved in the assessment and program planning for students with exceptional educational needs.

**Standard 9:**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
Knowledge

The teacher understands methods of inquiry that provide him/her with a variety of self assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.

The teacher understands critical frameworks for reflecting on teaching practice (e.g. frameworks from social, cultural, and philosophical foundations of education).

The teacher is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

The teacher understands the importance of serving as an appropriate model for students.

Dispositions

The teacher values critical thinking and self-directed learning as habits of mind.

The teacher is committed to reflection, assessment, and learning as an ongoing process.

The teacher is willing to give and receive help.

The teacher is committed to seeking out, developing, and continually refining practices that address the individual needs of students.

The teacher recognizes his/her professional and legal responsibility for engaging in and supporting appropriate professional practices for self and colleagues.

Performances

The teacher articulates and defends a philosophy of education to guide his/her practice and contributes to the stated philosophy of the school building/district.

The teacher uses classroom observation, information about students, cultural, social, and philosophical frameworks, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice.

The teacher seeks out professional literature, colleagues, and other resources to support his/her own development as a learner and a teacher.

The teacher draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

The teacher monitors personal biases and perspectives that affect one's teaching.

The beginning level special education teacher advocates for the maximum educational and quality of life potential of individuals with exceptional educational needs.
**Standard 10:**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and who acts with integrity, fairness, and in an ethical manner.

**Knowledge**

The teacher understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.

The teacher understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.

The teacher understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for students with handicapping conditions, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

**Dispositions**

The teacher values and appreciates the importance of all aspects of a child's experience.

The teacher is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.

The teacher is willing to consult with other adults regarding the education and well-being of his/her students.

The teacher respects the privacy of students and confidentiality of information.

The teacher is willing to work with other professionals to improve the overall learning environment for students.

**Performances**

The teacher participates in collegial activities designed to make the entire school a productive learning environment.

The teacher makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

The teacher can identify and use community resources to foster student learning.

The teacher establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
The teacher talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

The teacher acts as an advocate for students.
Appendix C: Specialization in Administrative Leadership

Alverno College
Master of Arts in Education
Specialization in Administrative Leadership

Standard 1.

The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02. (See Appendix B for these standards.)

Standard 2.

The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

Knowledge:
The administrator has knowledge and understanding of

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions:
The administrator believes in, values, and is committed to

- the educability of all
- a school vision of high standards of learning
- continuous improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one’s own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances:
The administrator facilitates processes and engages in activities ensuring that
• the vision and mission of the school are effectively communicated to staff, parents, students, and community members
• the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
• the core beliefs of the school vision are modeled for all stakeholders
• the contributions of school community members to the realization of the vision are recognized and celebrated
• progress toward the vision and mission is communicated to all stakeholders
• the school community is involved in school improvement efforts
• the vision shapes the educational programs, plans, and actions
• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
• assessment data related to student learning are used to develop the school vision and goals
• relevant demographic data pertaining to students and their families are used in developing the school mission and goals
• barriers to achieving the vision are identified, clarified, and addressed
• needed resources are sought and obtained to support the implementation of the school mission and goals
• existing resources are used in support of the school vision and goals
• the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

**Standard 3.**

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

**Knowledge:**
The administrator has knowledge and understanding of

• student growth and development
• applied learning theories
• applied motivational theories
• curriculum design, implementation, evaluation, and refinement
• principles of effective instruction
• measurement, evaluation, and assessment strategies
• diversity and its meaning for educational programs
• adult learning and professional development models
• the change process for systems, organizations, and individuals
• the role of technology in promoting student learning and professional growth
• school cultures
Dispositions:
The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances:
The administrator facilitates processes and engages in activities ensuring that

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 4.

The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
Knowledge:
The administrator has knowledge and understanding of

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions:
The administrator believes in, values, and is committed to

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances:
The administrator facilitates processes and engages in activities ensuring that

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plan, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school act entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
• responsibility is shared to maximize ownership and accountability
• effective problem-framing and problem-solving skills are used
• effective conflict resolution skills are used
• effective group-process and consensus-building skills are used
• effective communication skills are used
• there is effective use of technology to manage school operations
• fiscal resources of the school are managed responsibly, efficiently, and effectively
• a safe, clean, and aesthetically pleasing school environment is created and maintained
• human resource functions support the attainment of school goals
• confidentiality and privacy of school records are maintained

Standard 5.

The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge
The administrator has knowledge and understanding of

• emerging issues and trends that potentially impact the school community
• the conditions and dynamics of the diverse school community
• community resources
• community relations and marketing strategies and processes
• successful models of school, family, business, community, government and higher education partnerships

Dispositions:
The administrator believes in, values, and is committed to

• schools operating as an integral part of the larger community
• collaboration and communication with families
• involvement of families and other stakeholders in school decision-making processes
• the proposition that diversity enriches the school
• families as partners in the education of their children
• the proposition that families have the best interests of their children in mind
• resources of the family and community needing to be brought to bear on the education of students
• an informed public

Performances
The administrator facilitates processes and engages in activities ensuring that
- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with are businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

### Standard 6

The administrator acts with integrity, fairness, and in an ethical manner.

#### Knowledge:
The administrator has knowledge and understanding of

- the purposes of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

#### Dispositions:
The administrator believes in, values, and is committed to

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one’s own interest to the good of the school community
- accepting the consequences for upholding one’s principles and actions
- using the influence of one’s office constructively and productively in the service of all students and their families
- development of a caring school community

**Performances:**
The administrator

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serve as a role model
- accepts responsibility for school operations
- considers the impact of one’s administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

**Standard 7.**

The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

**Knowledge:**
The administrator has knowledge and understanding of

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural, and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
- global issues and forces affecting teaching and learning
• the dynamics of policy development and advocacy under our democratic political system
• the importance of diversity and equity in a democratic society

Dispositions:
The administrator believes in, values, and is committed to
• education as a key to opportunity and social mobility
• recognizing a variety of ideas, values, and cultures
• importance of a continuing dialogue with other decision makers affecting education
• actively participating in the political and policy-making context in the service of education
• using legal systems to protect student rights and improve student opportunities

Performances:
The administrator facilitates processes and engages in activities ensuring that
• the environment in which schools operate is influenced on behalf of students and their families
• communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate
• there is ongoing dialogue with representatives of diverse community groups
• the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
• public policy is shaped to provide quality education for students
• lines of communication are developed with decision makers outside of the school community
Alverno College
Practicum: Principal/Director of Instruction
AL 751-752

Portfolio and Professional Development Plan

Standards:

1. The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.
2. The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.
3. The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.
4. The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.
5. The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
6. The administrator acts with integrity, fairness, and in an ethical manner.
7. The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

The Exit Portfolio

Your coursework and experiences in teacher leadership have prepared you to demonstrate these standards and your portfolio is the vehicle through which you provide evidence of your competence, reflect on your strengths and areas to develop, and set goals for your professional development plan. The exit portfolio is located in the DDP.

While each portfolio is constructed to reflect the individual experiences and strengths of the candidate, your faculty suggests that you approach the development of the portfolio in this way:

1) Provide a reflective statement of your philosophy of education and leadership, setting forth your beliefs about the roles of Principal/Director of Instruction. Drawing upon your coursework and other reading, provide the key theoretical perspectives that guide your work in these roles. You will use both the Wisconsin Administrator Standards and frameworks from the reflective statement to analyze the evidence in your portfolio. At the close of this reflection, provide a statement of purpose for your portfolio.
2) Provide your resume, incorporating the key experiences that you have had in education.

3) Organize artifacts in a way that allows you to show your strengths related to the tasks of the principal, to the administrative standards, and to your own reflective statement. You may want start your organization by standard as a first draft to help you make linkages, and then select 5-8 pieces of your best work that cut across multiple standards. Your final portfolio should be samples of your best work that cut across standards. Clearly explain why you chose the artifacts that you select; and for tasks that you completed with others, indicate your contributions clearly.

A key part of your analysis should be identifying areas for further development. These areas will become part of your professional development plan.

4) Use the following criteria to self assess your portfolio
   a. Have you clearly aligned your evidence with the standards, combining and integrating standards if appropriate?
   b. Have you clearly explained how the evidence reflects your philosophy of education as well as critical educational frameworks that guide your work?
   c. Have you provided sufficient evidence to demonstrate beginning administrator levels of knowledge, skills and dispositions?
   d. Have you maintained appropriate confidentiality in using artifacts from your school site?
   e. Have you presented a portfolio that reflects the professionalism of a school leader? (You should meet Alverno’s graduate level writing criteria throughout.)
   f. Does your level of analysis and reflection make a compelling case for your readiness to take on the role of Principal/Director of Instruction?
**The Professional Development Plan**

Your personal professional development plan is intended to guide you in the next five years. It should build on your reflection in the portfolio and provide a set of concrete goals for growth, along with strategies to achieve the goals and indicators of growth by which your progress can be evaluated.

Format: You can either use a form provided by your school district, the Department of Public Instruction, or the Wisconsin Education Association Council (WEAC), or you can use the following guide provided by your faculty at Alverno.

While your professional development plan is intended to guide your personal growth, your faculty suggests that you use the following as a guide to its preparation.

1) Write a clear introductory paragraph that summarizes the strengths upon which you are building this professional development plan and identifies your professional goals, especially in relationship to the administrative standards. You should identify both short and long term goals for your personal professional growth. Make sure that they are realistic goals that can be achieved within the next three or four years.

2) For each professional goal
   a. Give a rationale that describes the goal and links it to your self-reflection, your school’s improvement plans, your district goals/situation, and the standards.
   b. Outline strategies you will use to achieve the goal, based upon and reflecting the effective use of your areas of strength and specific aspects of the knowledge, dispositions, and performances listed in the full text of the standards.
   c. Provide a reasonable timeline that will guide and assist you to achieve your goals.
   d. Include assessment procedures and products for your plan, including indicators of growth, ways to show that meeting the goals improved your professional knowledge/performances, ways to show how meeting the goals improve students’ learning, and a final reflective commentary that describes what was accomplished.

   (Note: You may want to develop a chart to display these aspects of your plan)

3) Identify a team of colleagues who will serve as your professional development team to provide thoughtful critiques, help identify resources and strategies, give feedback, and make revisions to your plan. If your district has developed procedures and guidelines for administrator professional development plans, be sure to follow those in the identification of your team and the development of a timeline for meetings of the team and review of assessment products.
4) Finally, note that you will be expected to present your portfolio/ professional development plan in a fifteen-minute oral report to the practicum seminar. Know your plan well enough to be able to explain it clearly in that brief time.

5) Use the following criteria to self assess your professional development plan
   a. Have you set meaningful goals that address areas of growth linked both to the administrator standards, your school/district needs, and your own need areas?
   b. Have you clearly aligned your goals with standards, combining and integrating standards if appropriate?
   c. Have you clearly set forth a reasonable plan for achieving your goals?
   d. Have you developed meaningful and appropriate assessment procedures and products that can be used to gauge your progress?
   e. Have you presented a professional development plan that reflects the professionalism of a school leader? (You should meet Alverno’s graduate level writing criteria throughout.)
### Criteria: Professional Portfolio/Development Plan

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<tr>
<th>Criteria</th>
<th>Proficient</th>
<th>Distinctive</th>
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<tbody>
<tr>
<td><strong>Exit Portfolio:</strong></td>
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<td>• Evidence is clearly aligned with state standards</td>
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<td>• Evidence reflects a ‘best of show’ presentation</td>
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<td>• Evidence reflects your philosophy of education as well as the critical educational frameworks that guide your work, including your strengths</td>
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<td>• Evidence is sufficient in breadth and depth to demonstrate beginning level administrative leadership skills, knowledge and dispositions</td>
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<td>• Evidence maintains appropriate confidentiality in using artifacts from your school site</td>
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<td>• Portfolio reflects the professionalism of a school leader</td>
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<td>• Analysis and reflection makes a compelling case for your readiness to take on the role of Principal</td>
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<td><strong>Professional Development Plan:</strong></td>
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<td>• Rationale describes the goal and links it to your self-reflection, your schools’ improvement plan, your district goals/situation, and the standards</td>
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<td>• Outlines strategies you will use to achieve the goal, based upon and reflecting the effective use of your areas of strength and specific aspects of the knowledge, dispositions and performances listed in the full text of the standards</td>
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____ Self assessment  
____ Faculty assessment
Appendix D: Specialization in Alternative Education

Alverno College

Master of Arts in Education

Specialization in Alternative Education

The Practicum for the Alternative Education license is completed in the candidate’s own classroom, in an alternative school. Listed below are the requirements for the Professional Portfolio and Professional Development Plan.

Standards: Wisconsin Teaching Standards (See Appendix B)

**The ΩΤι, Π05,Τ0Ψο**

The program for Alternative Education requires that you put together a portfolio linking your practice in an alternative educational setting to the ten Wisconsin teaching standards. It’s an opportunity for you to reflect on your strengths and areas to develop in work with students who have not been successful in traditional school settings. Based on that reflection, you can then set goals for your professional development plan as a teacher in an alternative school.

While each portfolio is constructed to reflect the individual experiences and strengths of the candidate, your faculty suggests that you approach the development of the portfolio in this way:

5) Provide an introductory reflective statement of your philosophy of education, especially in relationship to the needs of students who have not been successful in traditional school settings. Drawing upon your experience, coursework and reading, provide the beliefs and key theoretical perspectives that guide your work in alternative school settings.

6) Organize the portfolio by standard. For each standard
   a. Write a reflection about your work with learners in alternative school settings that describes how you address the standard. Use the full statement of the knowledge, dispositions, and performances related to each standard.
   b. Include artifacts that provide evidence for your application of selected knowledge, dispositions, and performances. Some artifacts may be applicable to more than one standard. In that case, incorporate the physical artifact with one standard and reference it when reflecting on the other standard(s).
   c. Clearly explain why you chose the artifacts that you select
   d. As part of your reflection, also identify areas for further development. These areas will become part of your professional development plan.
7) Use the following criteria to self assess your portfolio
   a. Have you clearly provided evidence of how your teaching in alternative school settings addresses the ten standards?
   b. Have you made clear connections between artifacts from your school site and your beliefs about teaching and learning?
   c. Have you presented a portfolio that reflects the professionalism expected of a teacher? (You should meet Alverno’s graduate level writing criteria throughout.)
   d. Does your level of analysis and reflection make a compelling case for your effectiveness in working with learners in alternative school settings?

The Professional Development Plan – Alternative Education

Your personal professional development plan is intended to guide you in the next five years. It should build on your reflection in the portfolio and provide a set of concrete goals for growth, along with strategies to achieve the goals and indicators of growth by which your progress can be evaluated.

Format: You can either use a form provided by your school district, the Department of Public Instruction, or the Wisconsin Education Association Council (WEAC), or you can use the following guide provided by your faculty at Alverno.

While your professional development plan is intended to guide your personal growth, your faculty suggests that you use the following as a guide to its preparation.

6) Write a clear introductory paragraph that summarizes the strengths upon which you are building through this professional development plan and identifies your professional goals, especially in relationship to the Wisconsin teaching standards. You can identify both short and long term goals for your personal professional growth. Make sure that they are realistic goals that can be achieved within the next three or four years.

7) For each professional goal
   a. Give a rationale that describes the goal and links it to your self-reflection, your school’s improvement plans, your district goals (as appropriate), and the standards.
   b. Outline strategies you will use to achieve the goal, based upon and reflecting the effective use of your areas of strength and specific aspects of the knowledge, dispositions, and performances listed in the full text of the standards.
   c. Provide a reasonable timeline that will guide and assist you to achieve your goals.
   d. Include assessment procedures and products for your plan, including indicators of growth, ways to show that meeting the goals improved your professional knowledge/performance, ways to show how meeting the goals improved students’ learning, and a final reflective commentary that
describes what was accomplished. (Note: You may want to develop a chart to display these aspects of your plan)

8) Identify a team of colleagues who will serve as your professional development team to provide thoughtful critiques, help identify resources and strategies, give feedback, and make revisions to your plan. If your district has developed procedures and guidelines for professional development plans, be sure to follow those in the identification of your team and the development of a timeline for meetings of the team and review of assessment products.

9) Use the following criteria to self assess your professional development plan
   a. Have you set meaningful goals that address areas of growth linked both to the teaching standards, your school/district needs, and your own need areas?
   b. Have you clearly aligned your goals with standards, combining and integrating standards if appropriate?
   c. Have you clearly set forth a reasonable plan for achieving your goals?
   d. Have you developed meaningful and appropriate assessment procedures and products that can be used to gauge your progress?
   e. Have you presented a professional development plan that reflects the professionalism expected of a teacher? (You should meet Alverno’s graduate level writing criteria throughout.)
**Portfolio for Alternative Education**

**Criteria: Professional Portfolio/Development Plan**

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Appendix E: Specialization in Instructional Leadership

Alverno College
Master of Arts in Education
Specialization in Instructional Leadership

The Practicum for the Director of Instruction license takes place across the coursework, as students develop and practice the skills appropriate to the license; it may also be completed in conjunction with the Administrative Leadership Practicum. Listed below are the requirements for the Professional Portfolio and Professional Development Plan.

**Wisconsin Administrative Standards:**

**Standard 1.**

The administrator has an understanding of and demonstrates competence in the teacher standards under s. PI 34.02.

(See Appendix B for these standards.)

**Standard 2.**

The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

**Knowledge:**

The administrator has knowledge and understanding of

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

**Dispositions:**

The administrator believes in, values, and is committed to

- the educability of all
- a school vision of high standards of learning
- continuous improvement
- the inclusion of all members of the school community
• ensuring that students have the knowledge, skills, and values needed to become successful adults
• a willingness to continuously examine one’s own assumptions, beliefs, and practices
• doing the work required for high levels of personal and organization performance

**Performances:**

The administrator facilitates processes and engages in activities ensuring that

• the vision and mission of the school are effectively communicated to staff, parents, students, and community members
• the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
• the core beliefs of the school vision are modeled for all stakeholders
• the contributions of school community members to the realization of the vision are recognized and celebrated
• progress toward the vision and mission is communicated to all stakeholders
• the school community is involved in school improvement efforts
• the vision shapes the educational programs, plans, and actions
• an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
• assessment data related to student learning are used to develop the school vision and goals
• relevant demographic data pertaining to students and their families are used in developing the school mission and goals
• barriers to achieving the vision are identified, clarified, and addressed
• needed resources are sought and obtained to support the implementation of the school mission and goals
• existing resources are used in support of the school vision and goals
• the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

**Standard 3.**

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

**Knowledge:**

The administrator has knowledge and understanding of

• student growth and development
• applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

**Dispositions:**

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

**Performances:**

The administrator facilitates processes and engages in activities ensuring that

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 4.

The administrator ensures management of the organization, operations, finances, and resources for a safe, efficient, and effective learning environment.

Knowledge:

The administrator has knowledge and understanding of

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions:

The administrator believes in, values, and is committed to

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances:

The administrator facilitates processes and engages in activities ensuring that

- knowledge of learning, teaching, and student development is used to inform management decisions
• operational procedures are designed and managed to maximize opportunities for successful learning
• emerging trends are recognized, studied, and applied as appropriate
• operational plans and procedures to achieve the vision and goals of the school are in place
• collective bargaining and other contractual agreements related to the school are effectively managed
• the school plan, equipment, and support systems operate safely, efficiently, and effectively
• time is managed to maximize attainment of organizational goals
• potential problems and opportunities are identified
• problems are confronted and resolved in a timely manner
• financial, human, and material resources are aligned to the goals of schools
• the school act entrepreneurially to support continuous improvement
• organizational systems are regularly monitored and modified as needed
• stakeholders are involved in decisions affecting schools
• responsibility is shared to maximize ownership and accountability
• effective problem-framing and problem-solving skills are used
• effective conflict resolution skills are used
• effective group-process and consensus-building skills are used
• effective communication skills are used
• there is effective use of technology to manage school operations
• fiscal resources of the school are managed responsibly, efficiently, and effectively
• a safe, clean, and aesthetically pleasing school environment is created and maintained
• human resource functions support the attainment of school goals
• confidentiality and privacy of school records are maintained

**Standard 5.**

The administrator models collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

**Knowledge**

The administrator has knowledge and understanding of

• emerging issues and trends that potentially impact the school community
• the conditions and dynamics of the diverse school community
• community resources
• community relations and marketing strategies and processes
• successful models of school, family, business, community, government and higher education partnerships
**Dispositions**

The administrator believes in, values, and is committed to

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

**Performances**

The administrator facilitates processes and engages in activities ensuring that

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with are businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

**Standard 6.**
The administrator acts with integrity, fairness, and in an ethical manner.

**Knowledge**

The administrator has knowledge and understanding of

- the purposes of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

**Dispositions**

The administrator believes in, values, and is committed to

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one’s own interest to the good of the school community
- accepting the consequences for upholding one’s principles and actions
- using the influence of one’s office constructively and productively in the service of all students and their families
- development of a caring school community

**Performances**

The administrator

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serve as a role model
- accepts responsibility for school operations
- considers the impact of one’s administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
• expects that others in the school community will demonstrate integrity and exercise ethical behavior
• opens the school to public scrutiny
• fulfills legal and contractual obligations
• applies laws and procedures fairly, wisely, and considerately

**Standard 7.**

The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

**Knowledge:**
The administrator has knowledge and understanding of
• principles of representative governance that undergird the system of American schools
• the role of public education in developing and renewing a democratic society and an economically productive nation
• the law as related to education and schooling
• the political, social, cultural, and economic systems and processes that impact schools
• models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
• global issues and forces affecting teaching and learning
• the dynamics of policy development and advocacy under our democratic political system
• the importance of diversity and equity in a democratic society

**Dispositions:**
The administrator believes in, values, and is committed to
• education as a key to opportunity and social mobility
• recognizing a variety of ideas, values, and cultures
• importance of a continuing dialogue with other decision makers affecting education
• actively participating in the political and policy-making context in the service of education
• using legal systems to protect student rights and improve student opportunities

**Performances:**
The administrator facilitates processes and engages in activities ensuring that
• the environment in which schools operate is influenced on behalf of students and their families
• communication occurs among the school community concerning trends, issues and potential changes in the environment in which schools operate
• there is ongoing dialogue with representatives of diverse community groups
• the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
• public policy is shaped to provide quality education for students
• lines of communication are developed with decision makers outside of the school community
The Portfolio

Your coursework and experiences in teacher leadership have prepared you to demonstrate these standards and your portfolio is the vehicle through which you provide evidence of your competence, reflect on your strengths and areas to develop, and set goals for your professional development plan. The exit portfolio is located in the DDP.

Format: You can either use a form provided by your school district, the Department of Public Instruction, or the Wisconsin Education Association Council (WEAC), or you can use the following guide provided by your faculty at Alverno.

While your professional development plan is intended to guide your personal growth, your faculty suggests that you use the following as a guide to its preparation.

8) Provide a reflective statement of your philosophy of education and leadership, setting forth your beliefs about the roles of director of instruction/curriculum leader/teaching, learning, and assessment leader. Drawing upon your coursework and other reading, provide the key theoretical perspectives that guide your work in these roles. You will use both the Wisconsin Administrator Standards and frameworks from the reflective statement to analyze the evidence in your portfolio. At the close of this reflection, provide a statement of purpose for your portfolio.

9) Provide your resume, incorporating the key experiences that you have had in education.

10) Organize artifacts in a way that allows you to show your strengths related to the tasks of the director of instruction, to the administrative standards, and to your own reflective statement. For example, you might organize by tasks (e.g., curriculum development, staff development, assessment design, special program organization, program planning and evaluation, grant writing, etc.), make explicit links to standards, and provide an analysis of each task using frameworks from your reflective statement. Or you might organize by standards, illustrating your work with tasks related to each standard and analyzing each task using frameworks from your reflective statement. Clearly explain why you chose the artifacts that you select; and for tasks that you completed with others, indicate your contributions clearly.

A key part of your analysis should be identifying areas for further development. These areas will become part of your professional development plan.

11) Use the following criteria to self assess your portfolio

   a. Have you clearly aligned your evidence with each standard, combining and integrating standards if appropriate?
   b. Have you clearly explained how the evidence reflects your philosophy of education as well as critical educational frameworks that guide your work?
c. Have you maintained appropriate confidentiality in using artifacts from your school site?

d. Have you presented a portfolio that reflects the professionalism of a school leader? (You should meet Alverno’s graduate level writing criteria throughout.)

e. Does your level of analysis and reflection make a compelling case for your readiness to take on the role of Director of Instruction?

The Professional Development Plan – Director of Instruction

Your personal professional development plan is intended to guide you in the next five years. It should build on your reflection in the portfolio and provide a set of concrete goals for growth, along with strategies to achieve the goals and indicators of growth by which your progress can be evaluated.

1) While your professional development plan is intended to guide your personal growth, your faculty suggests that you use the following as a guide to its preparation. Write a clear introductory paragraph that summarizes the strengths upon which you are building through this professional development plan and identifies your professional goals, especially in relationship to the administrative standards. You can identify both short and long term goals for your personal professional growth. Make sure that they are realistic goals that can be achieved within the next three or four years.

2) For each professional goal
   a. Give a rationale that describes the goal and links it to your self-reflection, your school’s improvement plans, your district goals/situation, and the standards.
   b. Outline strategies you will use to achieve the goal, based upon and reflecting the effective use of your areas of strength and specific aspects of the knowledge, dispositions, and performances listed in the full text of the standards.
   c. Provide a reasonable timeline that will guide and assist you to achieve your goals.
   d. Include assessment procedures and products for your plan, including indicators of growth, ways to show that meeting the goals improved your professional knowledge/performance, ways to show how meeting the goals improved students’ learning, and a final reflective commentary that describes what was accomplished. (Note: You may want to develop a chart to display these aspects of your plan)

3) Identify a team of colleagues who will serve as your professional development team to provide thoughtful critiques, help identify resources and strategies, give feedback, and make revisions to your plan. If your district has developed procedures and guidelines for administrator professional development plans, be sure to follow those in the identification of your team and the development of a
timeline for meetings of the team and review of assessment products.

4) Finally, note that you will be expected to present your professional development plan in a ten-minute oral report to the practicum seminar. Know your plan well enough to be able to explain it clearly in that brief time.

5) Use the following criteria to self assess your professional development plan:

   f. Have you set meaningful goals that address areas of growth linked both to the administrator standards, your school/district needs, and your own need areas?
   g. Have you clearly aligned your goals with standards, combining and integrating standards if appropriate?
   h. Have you clearly set forth a reasonable plan for achieving your goals?
   i. Have you developed meaningful and appropriate assessment procedures and products that can be used to gauge your progress?
   j. Have you presented a professional development plan that reflects the professionalism of a school leader? (You should meet Alverno’s graduate level writing criteria throughout.)
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Reading Teacher/Reading Specialist Licensure Program
Professional Exit Portfolio
Candidates graduating after Summer 2004

As part of the Reading Teacher, Reading Specialist and/or Master of Arts in Reading programs, each student/candidate will develop a portfolio to demonstrate her/his growing knowledge and professional development in literacy learning based on the IRA/NCATE Standards for Reading. The complete listing of standards and elements can be found on the following website: www.reading.org

Your final and completed professional portfolio must address all 5 IRA/NCATE standards and evidence from your coursework and teaching that demonstrate the standards. It must also address the administrator standards (see p. 44, 62) for ED 754 and ED 755. During the semester of your last course, you will register for a 0 credit external assessment where you will present your portfolio to at least one reading professional from Alverno College and/or a professional in the field.

Course Numbers:

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<tr>
<td>ED 752</td>
<td>Reading Teacher License</td>
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<tr>
<td>ED 754</td>
<td>Reading Teacher and Reading Specialist Licenses (previously earned Master's Degree)</td>
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<tr>
<td>ED 755</td>
<td>Reading Teacher and Reading Specialist License completed with Master’s Degree</td>
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Standard 1:

Foundational Knowledge: Candidates have knowledge of the foundations of reading and writing processes and instruction.

Standard 2:
Instructional Strategies and Curriculum: Candidates use a wide range of instructional practices, approaches, methods and curriculum materials to support reading and writing instruction.

**Standard 3:**

Assessment, Diagnosis and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

**Standard 4:**

Creating a Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

**Standard 5:**

Professional Development: Candidates view professional development as a career-long effort and responsibility.

**The Portfolio Process:**

The Department of Public Instruction requires that you put together a portfolio linking your practice in reading to the five IRA/NCATE Reading Teacher/Specialist Standards. Based on your reflection, you can then set goals for your professional development plan in the area of reading.

While each portfolio is constructed to reflect the individual experiences and strengths of the candidate, your faculty suggests that you approach the development of the portfolio in the following format:

Write a brief introductory letter to the reader of your portfolio detailing information about yourself and your teaching experience. Include a statement reflecting upon your literacy philosophy as it relates to your learning. Provide details about the program(s) you are completing.

Select portfolio pieces from your individual courses and teaching that demonstrate all five IRA/NCATE Standards for Reading Professionals at the appropriate candidacy level. (i.e. 316 license candidates = “Classroom Teacher Candidates” level, 317 license candidates = “Reading Specialist/Literacy Coach Candidates” level)

Write a rationale for each standard. Detail how your selected piece(s) of evidence provide support to your overall ability in the standard and element(s). This will be the introductory page to the identified IRA/NCATE standard/pieces of evidence.
Write a brief reflection that projects your goals for future development in relation to the five IRA/NCATE standards and how what you have learned in your program will assist you with your future career. For Reading Specialist, also address the administrator standards.

Complete a Professional Development Plan to detail future plans related to the highlighted standards. Set goals for development in at least two other standards elements in future coursework and your teaching.

6. Submit your completed Professional Portfolio to the Coordinator of the Reading Program no later than 4 weeks prior to the end of your final course.

**Portfolio Checklist:**

**Portfolio:**

___ Introductory letter includes philosophy statement
___ Strong rationale is provided for choice of standards.
___ Standard elements selected are related to course outcomes and/or teaching performance (minimum of 2 elements per standard)
___ Evidence clearly and logically supports ability in the standard

**Development Plan with Goals**

___ Strong rationale for choice of area(s) to develop is clearly articulated
___ Implementation of plan is specific in stating how development will occur
___ Articulation of own learning experience shows appropriate level of reflection
___ Plan includes appropriate future plans (course work, fieldwork, teaching, etc.)
___ Goals solidly address development of stated standard

Use the following criteria to self assess your portfolio:

- Demonstrates a solid knowledge and competent application of each of the IRA/NCATE Standards for Reading Professionals
- For Reading Specialist, addresses the Wisconsin Administrator Standards.
- Provides concise and convincing evidence of ability in each standard and selected elements
- Demonstrates an understanding of one’s own level of literacy understanding and applies this understanding to goals in the professional development plan
Reading Teacher/Reading Specialist Exit Portfolio Assessment Form

Name:__________________________________________
Date:__________________________________________

Program/Degree: ________________________________

Anticipated Graduation Date: _____________________

Office use only:

DATE PORTFOLIO MUST BE SUBMITTED:__________________________

Please submit completed form to Jody Wiciowski at the beginning of your final course in the Reading Teacher/Reading Specialist Licensure Program

Portfolio Assessor and Affiliation:__________________________

Date Assessed:__________________________

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Appendix G: Application for Independent Study Guidelines

Master of Arts Program
Alverno College

Application for Independent Study – Guidelines

Overview
If you have a learning need, which clearly cannot be met through the regular course sequence of requirements and electives in your focus area, you may meet it by pursuing an Independent Study for up to three graduate credits. You register for a “697” course, either ED or ID or another prefix that indicates the area of your study, depending upon your focus area. Any “697” course must fit the description for an independent study course as described in the M.A. Bulletin. Please read the course description carefully before proceeding with an application. You should meet with your advisor very early in your proposal planning process to discuss your idea and to ascertain whether your future required courses will or will not in fact deal with your learning need.

If you decide to go ahead with developing a “697” course, be aware that you must take the initiative to generate a proposal and identify the necessary specific resources – namely faculty and learning activities. In order to undertake an independent study you need to have completed your planning by the middle of the semester prior to registering for the course.

Completing the Application Form

Attached is an Application for Independent Study, which you need to submit to your advisor at least one week prior to registration for the semester in which you intend to carry out your plan. Following are some guidelines to consider in completing the application.

How many credits? Keep in mind that each credit assumes at least 3 hours of study activity per week per credit over the length of the course. Thus, for example, a three-credit course assumes a minimum of nine hours per week.

What do I call it? Your independent study must have a specific, substantive title that will indicate to a reader of your transcript exactly what your study dealt with. The title can contain up to 35 characters, including blank spaces. You may use reasonable abbreviations.
Who should the external professional be? The term “external” is used to refer to your learning mentor, whoever that may be, because she or he is “external” to your regular graduate course program. It could be a faculty or staff member from Alverno, or it could be from another institution. The person must have the expertise you need plus the ability to effectively assess your learning at a graduate level of performance. If the external professional is not from Alverno, she or he receives a small honorarium; the amount depends upon the responsibilities involved but generally will not exceed $250.

What are my learning goals? Be as specific as possible here, taking care to explain how you can’t meet them through an established course in your program. If you are using “697” to improve your substantive knowledge in a content area by incorporating work from an undergraduate course, you must explain how your work will be graduate level. This means you will need to integrate graduate-level learning experiences and assessment into whatever course requirements there might be.

How does my study address the five education abilities, which guide the work of all MA students? Review the definitions of these five abilities and discuss them with your advisor. Your “697” project should address at least several of them, but it won’t necessarily address them all.

What should be in my “697” plan? Specify what you will be doing, where, with whom, and when. You should discuss with your proposed external professional and include in your plan both how your learning will be assessed and how the results of that assessment will be communicated back to Alverno and your advisor.

Signatures and Approvals. Note that your Independent Study Proposal must be signed by you and your external professional; it must then be approved by both your advisor and the Director of the Alverno Graduate Program. Again, the deadline for submission to your advisor is one week prior to registration for the semester in which you hope to undertake the study.
Application for Independent Study

**Directions:** Provide complete responses for each question. For further descriptions of the independent study process and the education abilities, see the Master of Arts Bulletin. Completed application is due to your M.A. program advisor at least one week before the registration weekend for the following semester.

Date: ______________________

Student Name: ____________________________  Student No. _____________

Focus area:  
- [ ] Adaptive Education  
- [ ] Professional Development  
- [ ] Administrative Leadership  
- [ ] Reading  
- [ ] Instructional Leadership  
- [ ] Alternative Education  
- [ ] Instructional Design  
- [ ] Organizational Development  
- [ ] Instructional Technology

Proposed semester of study: __________Proposed number of credits (usually limited to 3): _____

Title and brief description of study: _______________________________________________

______________________________________________________________________________

______________________________________________________________________________

Proposed external professional:
Name: ____________________________  Organization: ____________________________

Address: ______________________________________________________________________

Phone: _______________________________

Attach separate page for responses to questions 1-3 (see page 2)

1. What are your learning goals for this independent study? Include a brief explanation of why these goals could not be met in an existing M.A. course.

2. How will your independent study address the following five education abilities?
   - [ ] Conceptualization
   - [ ] Diagnosis
   - [ ] Coordination
   - [ ] Communication
   - [ ] Integrative Interaction

3. Describe how you will meet your learning goals by providing a detailed plan for your independent study, including how your goals will be achieved and how learning will be assessed.

Student: ____________________________   Date: ____________________________

External Professional: ____________________________   Date: ____________________________

M.A. Program Advisor: ____________________________   Date: ____________________________

   ____approve  ____disapprove

M.A. Program Director: ____________________________   Date: ____________________________

   ____approve  ____disapprove

1. What are your learning goals for this independent study? Include a brief explanation of why these goals could not be met in an existing M.A. course.
2. How will your independent study address the following five education abilities?

   Conceptualization

   Diagnosis

   Coordination

   Communication

   Integrative Interaction

3. Describe how you will meet your learning goals by providing a detailed plan for your independent study, including how your goals will be achieved and how learning will be assessed.

Updated 06/08
Appendix H: Criteria for Effective Speaking/Media

Alverno College  Communication Department

CRITERIA FOR EFFECTIVE SPEAKING/MEDIA
(Adapted for Entering Graduate Students, 6/08)

In a given speech, the student should show the following abilities to the level indicated:

Preliminary: Follows directions: yes ___  no ___

1. Connects with audience through SPEAKING ON ONE’S FEET
   L1 Speaks to an audience for at least a minute with little reliance on scripted or memorized input
   L2 Communicates to an audience, long enough to suggest the speaker has internalized his/her message, with little reliance on scripted or memorized input
   L3 Communicates with the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
   L4 Gives a consistent impression of communicating with the audience without reliance on scripted or memorized input

   Graduate Level: As a professional, gives a consistent impression of communicating with the audience without reliance on scripted or memorized input in a variety of job related contexts.

2. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)
   L1 Gives audience some sense of focus and purpose (What am I telling whom and why?)
   L2 Gives audience full sense of purpose and focus, distinguishing his/her own thoughts from those of others
   L3 Takes responsibility for own ideas and distinguishes them from those of others.
   L4 Clearly articulates relationships between ideas/concepts out of an academic Framework/theory and those out of his/her own thinking

   Graduate Level: As a professional,
   • Shows explicit awareness of one’s own ideas as claims rather than truths in the context of disciplinary/professional discourse.
   • Where appropriate, shows awareness of historical precedent

3. Connects with audience through VERBAL EXPRESSION (word choice/style/tone—reflecting awareness of the audience’s degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)
   L1 Uses language that shows some awareness of appropriate word choice/style/tone
   L2 Uses language that shows general awareness of appropriate word choice/style/tone—avoiding vague, empty, and condescending expression
   L3 Uses language that consistently shows awareness of appropriate word choice/style/tone
   L4 Uses language that reflects a refined awareness of the audience

   Graduate Level: As a professional,
   • Effectively incorporates word choice/style/tone unique to a particular discipline or profession
• Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
• Maintains the individuality of the speaker
• Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

4. Connects with audience through **EFFECTIVE DELIVERY** (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)
   - L1 Speaks with some elements of effective delivery
   - L2 Speaks with most elements of effective delivery
   - L3 Speaks consistently with elements of effective delivery
   - L4 Speaks with a refined repertory of effective delivery techniques
   **Graduate Level:** As a professional, meets the delivery requirements of a given discipline or profession

5. Connects with audience through use of **APPROPRIATE CONVENTIONS** (usage, pronunciation, and sentence structure)
   - L1 Generally follows appropriate conventions
   - L2 Consistently follows appropriate conventions
   - L3 Adapts appropriate conventions to the expression of complex relationships
   - L4 Shows a refined sense of appropriate conventions
   **Graduate Level:** As a professional, meets the stylistic requirements of a given discipline or profession

6. Connects with audience through **PURPOSEFUL STRUCTURE** (sense of introduction/development/conclusion; focusing by main point make; major/minor connections)
   - L1 Presents a message with recognizable introduction, development, and conclusion
   - L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
   - L3 Without digression from the focus of the speech, consistently articulates relationships between points of development
   - L4 Maintains a refined sense of structure in relation to an academic framework
   **Graduate Level:** As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

7. Connects with audience through **SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA**
   - L1 Shows ability to use examples and/or evidence meaningful to audience
   - L2 Supports most generalizations with examples and/or evidence meaningful to audience
   - L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
   - L4 Develops ideas with appropriate depth, variety and sufficient interest to engage audience
   **Graduate Level:** As a professional, explicitly acknowledges contradictory or conflicting evidence

8. Connects with audience through **CREATION and USE OF MEDIA**
   - L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audience
   - L2 Computer-generates eye-appealing visuals, using them purposefully to enhance presentation
L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation
L4 Incorporates professional-quality media within a specific context to aid in clarifying academic frameworks

**Graduate Level:** As a professional, meets expectations for media quality for a given profession

9. **Connects with audience through APPROPRIATE CONTENT** (criteria may be further contextualized by instructor in discipline)
   - L1 Articulates ideas accurately
   - L2 Demonstrates appropriate application of designated or selected ideas
   - L3 Identifies key elements that indicate understanding of frameworks/theories
   - L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantial thinking and appropriately using valid sources

**Graduate Level:** **As a professional,**
- **Effectively integrates academic frameworks/theories into the context of the profession**
- **Thoughtfully challenges existing frameworks and/or approaches**

10. **SELF ASSESSMENT**
   - L1 Shows awareness of a few strengths and weaknesses in a presentation, based on specifically designated criteria
   - L2 Shows some understanding of development in speaking ability, based on the same criteria
   - L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas
   - L4 Shows a refined sense of strengths and weaknesses in all criteria areas

**Graduate Level:** As a professional,
- Shows a refined sense of one’s own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies reasonable plans for improvement related to one’s own areas of weakness
- Shows explicit awareness of the development of one’s own understanding of one’s own mental models
Appendix I: Criteria for Effective Writing

Alverno College
Communication Department

CRITERIA FOR EFFECTIVE WRITING
(Adapted for Entering Graduate Students, 2008)

(Note: Each level incorporates the previous one(s).) In a given piece of writing, the student should show the following abilities to the level indicated: Preliminary: Follows directions: yes ___ no ___

1. Connects with audience through **ESTABLISHING AND MAINTAINING CONTEXT** (clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)
   - L1 Gives audience some sense of focus and purpose (*What* I am telling *whom* and *why*?)
   - L2 Throughout the writing, provides and maintains a sense of focus and purpose
   - L3 Takes responsibility for own ideas and distinguishes them from those of others
   - L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

**Graduate Level**
As a professional,
- Shows explicit awareness of one’s own ideas as claims rather than truths in the context of disciplinary/professional discourse
- Where appropriate: Shows awareness of historical precedent

3. Connects with audience through **VERBAL EXPRESSION** (word choice/style/tone—reflecting awareness of the audience’s degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)
   - L1 Uses language that shows some awareness of appropriate style/tone and varied word choice
   - L2 Uses language that shows general awareness of appropriate style/tone and varied word choice — avoiding vague, empty, and condescending expression
   - L3 Uses language that shows consistent awareness of appropriate style/tone and varied word choice
   - L4 Uses language that reflects a refined awareness of the audience

**Graduate Level**
As a professional,
- Effectively incorporates word choice/style/tone unique to a particular discipline or profession
- Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
- Maintains the individuality of the writer
• Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

4. Connects with audience through **APPROPRIATE CONVENTIONS** (usage, spelling, punctuation, capitalization, sentence structure, format, citing and documenting sources)
   L1 Generally follows appropriate conventions
   L2 Consistently follows appropriate conventions
   L3 Applies appropriate conventions to the expression of complex relationships
   L4 Shows a refined sense of appropriate conventions
   **Graduate Level**
   As a professional, meets the stylistic requirements of a given discipline or profession

5. Connects with audience through **PURPOSEFUL STRUCTURE** (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)
   L1 Presents a message with recognizable introduction, development, and conclusion
   L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
   L3 Without digression from the focus of the work, consistently articulates relationships between points of development
   L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts
   **Graduate Level**
   As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

6. Connects with audience through **SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA**
   L1 Shows ability to use examples and/or evidence meaningful to audience
   L2 Supports most generalizations with examples and/or evidence meaningful to audience
   L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
   L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience
   **Graduate Level**
   As a professional,
   • Explicitly acknowledges contradictory or conflicting evidence when relevant
   • Relates any of own relevant work that she/he has done

7. Connects with audience through **ORIGINAL AND APPROPRIATE CONTENT** (criteria may be further contextualized by instructor in discipline)
   L1 Articulates ideas accurately
L2  Demonstrates appropriate application of designated or selected ideas
L3  Identifies key elements that indicate understanding of frameworks/theories
L4  Articulates original applications, syntheses, and/or evaluations of academic frameworks/
    theories, validating them with substantiated thinking and appropriately using valid sources

Graduate Level
As a professional,
  • Effectively integrates academic frameworks/theories into the context of the profession
  • Thoughtfully challenges existing frameworks and/or approaches

8. **SELF ASSESSMENT**
L1  Shows awareness of a few strengths and weaknesses in a written work, based on College criteria
L2  Shows some understanding of development in writing ability, based on College criteria
L3  Articulates, providing evidence, a realistic sense of writing performance in all criteria areas
L4  Shows a refined sense of strengths and weaknesses in all criteria areas

Graduate Level
As a professional,
  • Shows a refined sense of one’s own strengths and weaknesses in all criteria areas, particularly in professional contexts
  • Identifies reasonable plans for improvement related to one’s own areas of weakness
  • Shows explicit awareness of the development of one’s own understanding of one’s own mental models
Appendix J: Criteria for Effective Social Interaction

CRITERIA FOR EFFECTIVE SOCIAL INTERACTION
Group Facilitation Skills, Graduate Level
Task Orientation & Interpersonal Models Combined
Alverno College

1. Shaping and Working with a Task
   • Clearly defines a problem identification process
   • Accurately verbalizes a representation of the problem
   • Clearly defines a decision making process

2. Using Task Oriented Behaviors Appropriate to the Task
   • Effectively exhibits task oriented group behaviors such as leading, reinforcing, seeking information, etc.
   • Listens analytically and affectively, trying to understand a speaker’s frame of reference
   • Provides appropriate information before, during and following meetings
   • Thoughtfully includes multiple viewpoints in a discussion
   • Effectively demonstrates planning and implementation strategies for decisions
   • Effectively uses strategies to explore a wide range of possibilities, thus avoiding ‘group think’
   • Thoughtfully utilizes group techniques to promote effective decision-making
   • Effectively demonstrates consensus building skills
   • Reflectively draws upon an understanding of power dynamics to effectively lead and participate in groups
   • Effectively uses conflict management strategies to create win-win results

3. Using Interpersonal Behaviors Appropriate to a Situation
   • Effectively exhibits interpersonal behaviors such as using ‘I’ statements, verbalizing feelings, etc.
   • Uses effective repertoire of non-verbal body language to communicate positively
   • Effectively creates a physical environment conducive to the groups needs
   • Consistently behaves proactively
   • Consistently creates patterns of dialogue that are healthy for group participants

4. Using Reflection for Personal Growth in Task Oriented and Interpersonal Behaviors
   • Thoughtfully uses feedback to others to improve group skills
   • Accurately self assesses own performance related to both task and interpersonal behaviors
   • Consistently views feedback as a means of strengthening relationships and/or accomplishing the task
   • Thoughtfully reflects on stages of group development to analyze impact of own and others’ behavior

Updated spring 2006