ALVERNO COLLEGE
ESTABLISHED 1887

Alverno College Master of Arts in Education Handbook

updated 2016-2017

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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 on line at http://www.alverno.edu/current_students/stu_handbooks.html

Mission/Purposes of the School of Education:

The School of Education at Alverno College prepares professionals committed to developing the abilities of all learners, building community as a context and support for learning, providing high-quality education in highest-need settings, and 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 her 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

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- Associate Dean for Graduate Education Programs: Desiree Pointer Mace, desiree.pointer-mace@alverno.edu
- School of Education Office: CO 108 / Academic Administrative Assistant, 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

IOL, Academic Evaluations and Course Offerings

https://iol.alverno.edu

Interactive Online (IOL) may be used to find an up-to-date academic evaluation for graduate programs, showing courses completed and those yet to take. Students may use the academic evaluation to consider changing majors, querying "What if I changed my program to?"

IOL may also be used to search for when the courses for a particular program are offered, by using "Search for Classes." Note that classes may be closed for lack of enrollment during any given semester. Timely registration by graduate students helps to ensure that needed courses will be held.

Graduate program advisors may answer questions about particular courses and help students plan their program of study.

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.

Exit Portfolios

For licensure programs, exit portfolios are required by the Wisconsin Department of Public Instruction and are aligned with particular licensure standards.

Reading Portfolio Orientation

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

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.**
2.

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 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
Smith, P. (2001). Policy on plagiarism for all psychology & MA courses. Alverno College Master of Arts in Education policy on academic honesty. Unpublished document. Milwaukee, WI: Alverno College.
University of Massachusetts: Policies: Academic Honesty. Retrieved August 2002 from http://www.umass.edu/umhome/policies/honesty.html
University of Oregon: Avoiding Plagiarism. Retrieved August 2002 from http://www.cs.orst.edu/~watsog/cs151/honesty.htm
University of Vermont Policies on Academic Honesty. Retrieved August 2002 from http://www.uvm.edu/~judicial/ah.html?Page=faculty.html&SM=ahmenu.html

_____

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

<p align="center">Official Acknowledgement of the Academic Honesty Policy</p>

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:_____

_____

Criteria

Evidence

Student effectively demonstrates discipline and responsibility for attending all class sessions and for being present at the start of each class

___ Met ___ Concerns*

Student finishes and turns in on the dates requested assignments that are complete and have been proofread

___ Met ___ Concerns*

Student takes the initiative to communicate with the instructor if there are attendance or assignment concerns

___ Met ___ Concerns*

Student consistently uses appropriate language, interacts in a professional manner and shows respect for others

___ Met ___ Concerns*

Student accepts equal responsibility for group assignments and supports others in doing so

___ Met ___ Concerns*

Student honors professional ethics, including appropriate use of quotations, recognition/citation of sources, respect for confidentiality and privacy, etc.

___ Met ___ Concerns*

*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.

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.

Standard 2:

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

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

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.

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.

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.

Standard 7:

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

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.

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.

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.

Appendix C: Specialization in Administrative Leadership

Wisconsin Administrator 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.

Standard 3.

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

Standard 4.

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

Standard 5.

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

Standard 6.

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

Standard 7.

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

Practicum: Principal/Director of Instruction AL 751-752

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.

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 makes 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
    1. Have you clearly aligned your evidence with the standards, combining and integrating standards if appropriate?
    2. Have you clearly explained how the evidence reflects your philosophy of education as well as critical educational frameworks that guide your work?
    3. Have you provided sufficient evidence to demonstrate beginning administrator levels of knowledge, skills and dispositions?
    4. Have you maintained appropriate confidentiality in using artifacts from your school site?
    5. Have you presented a portfolio that reflects the professionalism of a school leader? (You should meet Alverno's graduate level writing criteria throughout.)

6. 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
    1. 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.
    2. 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.
    3. Provide a reasonable timeline that will guide and assist you to achieve your goals.
    4. 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 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
    1. 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?
    2. Have you clearly aligned your goals with standards, combining and integrating standards if appropriate?
    3. Have you clearly set forth a reasonable plan for achieving your goals?

4. Have you developed meaningful and appropriate assessment procedures and products that can be used to gauge your progress?
5. 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 AL 751 – 752

Portfolio:

• Evidence is clearly aligned with state standards

• Evidence reflects a 'best of show' presentation

• Evidence reflects your philosophy of education as well as the critical educational frameworks that guide your work, including your strengths

• Evidence is sufficient in breadth and depth to demonstrate beginning level administrative leadership skills, knowledge and dispositions

• Evidence maintains appropriate confidentiality in using artifacts from your school site

• Portfolio reflects the professionalism of a school leader

• Analysis and reflection makes a compelling case for your readiness to take on the role of Principal

Professional Development Plan:

• Rationale describes the goal and links it to your self-reflection, your schools' improvement plan, your district goals/situation, and the standards

• 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

• Provides a reasonable timeline that will guide and assist you to achieve your goals

• Includes 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 improve students' learning, and a final reflective commentary that describes what was accomplished

Appendix D: Specialization in Alternative Education

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

The Exit Portfolio

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:

Portfolio Structure

1. 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.
2. Organize the portfolio by standard. For each standard
    1. 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.
    2. 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).
    3. Clearly explain why you chose the artifacts that you select
    4. As part of your reflection, also identify areas for further development. These areas will become part of your professional development plan.
3. Use the following criteria to self assess your portfolio
    1. Have you clearly provided evidence of how your teaching in alternative school settings addresses the ten standards?
    2. Have you made clear connections between artifacts from your school site and your beliefs about teaching and learning?

3. Have you presented a portfolio that reflects the professionalism expected of a teacher? (You should meet Alverno's graduate level writing criteria throughout.)
4. 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.

1. 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.
2. For each professional goal
    1. 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.
    2. 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.
    3. Provide a reasonable timeline that will guide and assist you to achieve your goals.
    4. 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 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. Use the following criteria to self assess your professional development plan
    1. 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?
    2. Have you clearly aligned your goals with standards, combining and integrating standards if appropriate?

3. Have you clearly set forth a reasonable plan for achieving your goals?
4. Have you developed meaningful and appropriate assessment procedures and products that can be used to gauge your progress?
5. 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.)

Exit Portfolio for Alternative Education Criteria: Professional Portfolio/ Development Plan

Portfolio:
1. Provides evidence of how own teaching in alternative school settings addresses the ten standards
2. Makes clear connections between artifacts from school site and beliefs about teaching and learning
3. Reflects the professionalism expected of a teacher/Meets graduate writing criteria.
4. Level of analysis and reflection makes a compelling case for effectiveness in working with learners in alternative school settings

Professional Development Plan:

1. Sets meaningful goals that address areas of growth linked to the teaching standards, school/district needs, and personal need areas
2. Goals are clearly aligned with standards, combining and integrating standards if appropriate
3. Plan for achieving goals is reasonable
4. Includes meaningful and appropriate assessment procedures and products that can be used to gauge progress
5. Reflects the professionalism expected of a teacher/Meets graduate writing criteria

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.

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.

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. 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.
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 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.
4. Use the following criteria to self assess your portfolio

1. Have you clearly aligned your evidence with each standard, combining and integrating standards if appropriate?
2. Have you clearly explained how the evidence reflects your philosophy of education as well as critical educational frameworks that guide your work?
3. Have you maintained appropriate confidentiality in using artifacts from your school site?
4. Have you presented a portfolio that reflects the professionalism of a school leader? (You should meet Alverno's graduate level writing criteria throughout.)
5. 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
   1. 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.
   2. 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.
   3. Provide a reasonable timeline that will guide and assist you to achieve your goals.
   4. 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
   1. 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?

2. Have you clearly aligned your goals with standards, combining and integrating standards if appropriate?
3. Have you clearly set forth a reasonable plan for achieving your goals?
4. Have you developed meaningful and appropriate assessment procedures and products that can be used to gauge your progress?
5. 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

Portfolio:

- Evidence is clearly aligned with each standard, combining and integrating standards if appropriate
- Provides clear explanation about how the evidence reflects own philosophy of education as well as critical educational frameworks that guide work
- Makes clear connections between artifacts from your school site and your beliefs about teaching and learning
- Reflects the professionalism expected of a school leader/Meets graduate writing criteria.
- Level of analysis and reflection makes a compelling case for your readiness to take on the role of Director of Instruction

Professional Development Plan:

- Sets meaningful goals that address areas of growth linked to the administrator standards, school/ district needs, and personal need areas
- Goals are clearly aligned with standards, combining and integrating standards if appropriate
- Plan for achieving goals is reasonable
- Includes meaningful and appropriate assessment procedures and products that can be used to gauge progress
- Reflects the professionalism expected of a school leader/Meets graduate writing criteria

Appendix F: Reading Teacher/ Reading Specialist Licensure

Reading Teacher/Reading Specialist Licensure Program Professional Exit Portfolio

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.

International Reading Association Standards

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.

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.

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

- 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

Appendix G: 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.

Student Name:
Program:
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.

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,
     - **S**hows 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 n 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

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:

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**

2. **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**

3. **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**

4. **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**

5. **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**

6. **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