Secondary Education

Master of Science in Transformative Teaching in Secondary Education

A Student Guidebook to Completing the MS Degree

Last Revised August 2022

ACKNOWLEDGEMENTS

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Chapter 1: Graduate Student Expectations

Just, Equitable, and Inclusive Education (JEIE)

1.　　　　JUST EDUCATION

A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives and beliefs on the interactions one has with students.

2.　　　　EQUITABLE EDUCATION

A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and to the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, SES, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

3.　　　　INCLUSIVE EDUCATION

A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society but also as a mechanism to transform how we do our work.

For additional information and JEIE resources, please visit these URLs:

http://ed.fullerton.edu/about-the-college/jeie.php

http://ed.fullerton.edu/community/just-equitable-and-inclusive-education-resources.php

Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the Education Unit's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs it is expected they demonstrate *a commitment to fairness and a belief that all children can learn* through an increasing ability to:

PROMOTE DIVERSITY

Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. In their work as future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities, and are responsive to students' diverse backgrounds and experiences.

ENGAGE IN COLLABORATIVE ENDEAVORS

Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

THINK CRITICALLY

Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs, and modify their teaching and/or leadership strategies for program and individual growth and improvement.

MAINTAIN PROFESSIONAL AND ETHICAL STANDARDS

Candidates understand and fulfill the ethical and professional responsibilities of educators and specialists as defined in state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

VALUE LIFE-LONG LEARNING

Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and for contributing to the knowledge-base of the profession. In the field they act as responsible change agents by contributing to the school as a learning organization to foster student learning and well-being.

Link to dispositions: http://ed.fullerton.edu/about-the-college/accreditation-assessment/candidate-dispositions.php

COVID Statement:

For updates and resources related to COVID-19 please visit http://coronavirus.fullerton.edu/

For programs that require field-based assignments, fieldwork and/or student teaching, the following statement must be included as well:

Please note that if you choose to conduct field-based activities, you must fulfill the follow requirements prior to going into the field:

1. Sign the *Academic Internship/Program Site COVID-19 Acknowledgment.*
2. Sign the University's *Release of Liability, Promise Not to Sue, Assumption of Risk and Agreement to Pay Claims* as modified with COVID-specific language developed by the Chancellor's Office.
3. Complete the *CSU Fullerton COVID-19 Safety Training for In-Person Internships Spring 2021.*

All three items may be found at the following link:
https://app.calstates4.com/fullerton/covid_waiver

Overview of the Master of Science in Transformative Teaching in Secondary Education Graduate Program

The Master of Science in Transformative Teaching in Secondary Education helps classroom teachers (grades 6-12) upgrade their skills, become informed about new ideas in teaching and prepare for leadership roles in public and private schools. Whereas coursework in the credential program focuses on knowledge and skills necessary for a beginning teacher, the program allows students to extend their knowledge and deepen their skills in leadership, curriculum design, linguistically and culturally sustaining teaching, instructional and assessment strategies, integration of technology and reflection skills.

The MS in Transformative Teaching is a 21-month, 31-unit program. All students take a shared 16-unit core of classes, plus a 3-unit capstone experience.

Required Core & Capstone classes (19 units):
- EDSC 501 - Introduction to Graduate Studies (1)
- EDSC 504 - Advanced Proficiency in Educational Technologies (3)
- EDSC 506 - Graduate Studies in Secondary School Writing (3)
- EDSC 535 - Survey of Educational Research (3)
- EDSC 536 - Curriculum Theory and Development (3)
- EDSC 539 – Conceptual Foundations of Culturally & Linguistically Sustaining Teaching (3)
- EDSC 594 - Capstone Project Seminar (3)

Students select one of two advising pathways for their remaining 12 units:

Option A (Cross-Disciplinary Emphasis, fully online)
- **EDSC 522:** Family, Community and Professional Partnerships (3)
- **EDSC 524:** Assessing Student Learning (3)
- **2 of the following elective courses:**
    - EDSC 410: Teaching and Learning from Language Learners in Secondary Schools (3);
    - EDSC 540: Research and Pedagogy in Language Education (3);
    - EDSC 599: Independent Graduate Research in Secondary Education (1-3); and/or
    - Other elective(s) as relevant to students' discipline (advisor approval required).

Option B (Foundational Mathematics Emphasis; may include hybrid coursework):

- **EDSC 542M**: Advanced Methods of Teaching Foundational Level Mathematics (3);
- **MATH 403A**: Fundamental Concepts of Middle School Mathematics I (3);
- **MATH 403B:** Fundamental Concepts of Middle School Mathematics II (3);
- **MAED 532:** Teaching Problem Solving in Middle School Mathematics (3).

Regardless of which advising pathway students take, all students have opportunities to work collaboratively with teachers within and beyond their discipline as they explore educational equity and justice, evaluate and design culturally and linguistically sustaining curriculum, and experiment with innovative uses of educational technology.

Overall, the focus of the Master of Science in Transformative Teaching is teacher leadership. But unlike other graduate programs that are designed to lead teachers out of the classroom and into positions as principals, superintendents, and other administrative roles, this degree is intended for educators whose primary goal is to develop as classroom educators and changemakers.

Graduates from this program have assumed leadership roles in a variety of ways, including the following: developing curriculum at the district and state-wide levels, mentoring colleagues, chairing committees leading school improvement reforms, serving as instructors of preservice teacher preparation classes, leading professional development programs, acting as teacher-consultants, and serving as resource specialists, professional grant writers, book authors, and authors of professional articles. Some graduates choose to go on to pursue doctoral studies in education; we encourage you to talk to your advisor if this is something you would like to work towards in the future.

We are especially proud to be offering this program in two formats: hybrid and totally online.   As such, all of our courses are supported by Canvas; they all contain rich and interactive online resources. Our online courses are notable for their small size, synchronous and asynchronous components, and opportunities to crate curriculum for and conduct research in your own classroom.

Our program web site also provides a wealth of information regarding our program. For example information regarding course descriptions, faculty expertise, admissions requirements, and other important information is all located through our program web site:

http://ed.fullerton.edu/seced/academic-programs/ms-seced.php .

As a program that is orientated around the five core propositions promoted by the National Board for Professional Teaching Standards (NBPTS) we are proud that many of our candidates pursue National Board Certification for their culminating experience in the program.

Regardless of whether you choose to pursue National Board Certification, we hope that this program allows you to see yourself in a new professional light. With the continual self reflection, exposure to new ideas, and professional conversations that you will experience in this program, we hope that you will feel both prepared and excited to continue your lives as professional educators. For we believe, as does the NBPTS, that "great schools begin with great teachers." Like the NBPTS, "we believe that quality teaching is the key to improved student achievement." As such, quality teaching is at the heart of what we do.

As a graduate faculty, we hope that this graduate program will enable you to feel conversant and knowledgeable enough to join the many "professional conversations" that are shaping the future of our educational landscape.

Graduate Academic Standards

Please check with the Graduate Office for updated information on academic standards for graduate students. http://www.fullerton.edu/graduate/

GRADUATE ACADEMIC STANDARDS (reviewed 8/2022)

Grade-Point Average Requirements
*A grade-point average (grade points divided by units attempted) of **at least 3.0 is required for graduation with a master's degree**. This grade-point average applies to (1) all 400- and 500-level units attempted subsequent to admission to a degree program and (2) all units required on the student's graduate study plan including transfer courses. Each course on the study plan must be completed with a grade of "C" (2.0) or better.*

A degree student may request a change in study plan in order to raise the study plan grade-point average by:

1. *Adding no more than six units of approved course work, or*

2. *Repeating no more than six units of course work in which a "C" (2.0) or lower was earned, or*

3. *A combination of 1. and 2. not to exceed six units.*

Requests to add courses to the study plan, repeat courses, or add courses to

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raise the overall grade-point average, must be approved by the graduate program adviser and the associate vice president, Academic Programs (or designee) prior to registration. When a course is added or repeated, the original course remains on the study plan and on the student's transcript and both grades are used in calculating the student's grade-point average.

A grade-point average of at least 2.5 is required for continuing status as a postbaccalaureate student, i.e., credential or certificate objective.

Repeated Courses

If a grade less than "C" (2.0) is received in a study plan course, the course must be repeated and passed with a grade of "C" (2.0) or better. A study plan course may be repeated only once. If a course is repeated, both grades are included when computing the student's study plan and cumulative Cal State Fullerton grade-point average. Repetition of a course carries no additional unit credit toward the degree; however, the additional units are included in the cumulative units shown on the Cal State Fullerton transcript.

In extenuating circumstances, the student may petition the associate vice president, Academic Programs (or designee) to add another course to the approved program with the unit value equivalent to that of the course in which the unsatisfactory grade was received.

Successful repetition of a course originally passed carries no additional unit credit toward a degree.

Academic Notice

A graduate student enrolled in a graduate degree program will be placed on academic notice if either the cumulative or the study plan grade-point average falls below 3.0. *A graduate student may also be placed on notice for reasons other than cumulative and/or study plan grade-point average. Reasons for this administrative-academic notice include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").*

Graduate degree students will be allowed two semesters on academic notice before being subject to disqualification. Students will remain on administrative-academic notice contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

Disqualification

The associate vice president, Academic Programs (or designee), in consultation with the student's graduate program adviser, will disqualify a graduate student

who is on probation if the student does not, or cannot, raise the study plan and cumulative grade-point average to 3.0 by the completion of the second regular semester following the semester in which the grade-point average fell below the minimum 3.0 standard.

If a student's grade-point average becomes so low that it cannot be raised to 3.0 within the prescribed limits of course work, the student will be disqualified from the master's degree program.

Students placed on probation for reasons other than grade-point average will be disqualified if:

1. *The conditions for removal of administrative-academic probation are not met within the period specified.*

2. *The student becomes subject to academic probation while on administrative- academic probation.*

3. *The student is removed from administrative-academic probation and subsequently becomes subject to administrative-academic probation for the same or similar reasons as originally placed on probation.*

Disqualification removes a student from graduate standing and prevents further enrollment in university courses (except through University Extension). A student who has been disqualified from a master's degree program may not apply for readmission to that program. However, a student who has been disqualified from one degree program may apply for readmission to a different degree program. A readmitted student must file a new study plan that meets current requirements and policies. Any disqualified student who wishes to use previous course work must have it approved by the associate vice president, Academic Programs (or designee).

A postbaccalaureate (i.e., credential or certificate objective) student on probation will be subject to disqualification if the cumulative grade-point average is not raised to 2.5 the semester after being placed on probation. Appeals related to graduate degree probation or disqualification should first be directed to the departmental graduate program adviser. Please contact the Graduate Studies Office for further information and procedures.

Appeals related to postbaccalaureate (credential or unclassified) probation or disqualification are submitted on a reinstatement form available in the Graduate Studies office.

Transfer Credit Policy

Graduate students may be able to use a limited amount of transfer course work in meeting the requirements for a master's degree. However, due to the unique

nature of this MSE Program, course equivalency with other university's graduate courses is very difficult. As such, transfer courses are **very rarely** approved in this program.

TRANSFER CREDIT POLICY

Graduate students may request to apply a limited amount of transfer course work towards unit requirements for a master's degree. The use of transfer course work on a student's study plan is subject to the following provisions:

1. *Each course being transferred must:*
   a. have been taken at an accredited college or university.
   b. be acceptable for credit toward a graduate degree at the institution where the course work was taken.
   c. have been completed with a grade of "B" (3.0) or better.
   d. not have been used in meeting the requirements for another earned degree (either graduate or under- graduate)
   e. have been completed within the student's five-year time period which is required for completion of the requirements for the master's degree at CSUF.

2. *An absolute minimum of 21 semester units toward any master's degree at CSUF must be in residence units. For master's degrees requiring more than 42 semester units, a minimum of half of the units used on the student's study plan must be in residence units. Residence units are granted for courses taken at the university during regular sessions of fall and spring and any special session.*

3. *Use of transfer work on a student's study plan is subject to all other policies concerning study plan course work; e.g., fifty percent must be graduate-level work, no correspondence course work, no credit by examination, no courses with nontraditional grades.*

4. *In all cases, the use of transfer course work on a student's study plan is subject to the acceptance and approval of the academic unit's graduate program adviser and the associate vice president, Academic Programs (or designee). Course work taken at another institution after admission to CSUF as a graduate student is rarely accepted for credit toward a master's degree and can only be accepted if the student has received prior approval of both the graduate program adviser and the associate vice president, Academic Programs (or designee).*

5. *All approved transfer units and grade points will be entered on the CSUF transcript at graduation.*

6. *A unit of course work taken at a college or university on the quarter system will be considered as equivalent to two-thirds of a unit when such course work is considered acceptable as transfer work.*

Administrative Probation

The University Catalog provides the following information on administrative probation.

A graduate student enrolled in a graduate degree program will be placed on academic probation if either the cumulative or the study plan grade-point average falls below 3.0. A graduate student may also be placed on probation for reasons other than cumulative and/or study plan grade-point average. Reasons for this administrative-academic probation include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student's discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities, and in the Academic Dishonesty sections of this catalog (see "University Regulations").

Graduate degree students will be allowed two semesters on academic probation before being subject to disqualification. Students will remain on administrative-academic probation contingent upon conditions required for their continuing in the program. The Graduate Studies Office maintains a list of students on probation and subject to disqualification.

A postbaccalaureate student (credential, unclassified, or undeclared status) will be subject to academic probation if after completing 12 or more units, the cumulative grade-point average falls below a 2.5 average.

To review the most current graduate policies regarding academic notice and disqualification, visit http://www.fullerton.edu/graduate/academics/policies.php

Chapter 2: Options for the Culminating Experience

Overview of the Capstone Process

The MS in Transformative Teaching in Secondary Education culminating experience is both a process and a product. As a process, the experience allows candidates to synthesize their University coursework and professional experiences. As a product, the experience allows candidates to demonstrate how the program has enabled them to upgrade their skills, become informed about new ideas in secondary teaching, and prepare for curriculum leadership roles. There are **four possible culminating (capstone) experiences**: journal article submission, curriculum project, research project, and submission for National Board certification.

Products are evaluated with the use of rubrics, which are distinct for each type of culminating experience. Although the criteria for each culminating experience may differ, there are several commonalties. These commonalties allow us to aggregate data for program evaluation and ensure that all graduate students are assessed fairly and comprehensively.

- Rubrics are based on a 4-point scale and total 100 points.
- Rubrics are analytic and criteria are weighted.
- 76% of the points are allocated for the content; 24% of points are allocated for the structure of the writing.
- A passing score on all rubrics is 75/100.
- All exit options are assessed and scored independently by two faculty members with specific expertise in the areas under consideration. The two scores of the faculty readers will be added together. A combined score of 150/200 possible points is needed for a pass. In the case of a marked discrepancy in scores, a third assessor will evaluate the final project.
- Additional requirements and approvals for each type of experience are outlined in this handbook and in other program documents.

Descriptions of Capstone Options

Students are introduced to the capstone process during EDSC 501: Introduction to Graduate Studies, and the overarching program of study is designed to scaffold students towards selecting a capstone option and planning for the successful completion of their capstone project.

There are four possible professional capstone projects: submission for National Board certification, submission of a journal article, development of a curriculum project, and completion of a research project.

Students typically select their capstone option during their second summer in the master's program and are required to stay in regular contact with their

graduate program advisor (and, once assigned, their project advisor) regarding any change in their capstone plans. Advisors can also assist students in determining whether [Institutional Review Board](#) approval is required for their chosen project.

Each project has unique requirements, which are outlined on the appropriate rubric. Regardless of which capstone pathway students choose, they are required to enroll in a 3-unit capstone course (EDSC 594: Project Seminar) during their final semester in the program. In this course, students refine and complete their capstone projects, submit them for faculty review, and make any necessary revisions prior to formal submission. **However, students should have completed the majority of the work for their capstone project prior to enrolling in EDSC 594.** <u>You should plan to use EDSC 594 to finish your project—not begin it.</u> You should allow a minimum of 50 hours to complete your project.

Students seeking additional support preparing their capstone projects are encouraged to enroll in EDSC 599: Independent Graduate Research in Secondary Education prior to their final semester. In this course, students work 1:1 with a faculty advisor to conduct foundational research in education, develop curricular or research-based resources related to their professional interests, etc.

Note: Approval of students' capstone plans is required **prior** to enrollment in EDSC 594. See below for general information about capstone options, and the appendix for additional details and the required Project Proposal Form, which must be completed and signed before capstone project work begins.

Submission of Portfolio for National Board Certification
- **Length:** The length of the portfolio entries for Components 2, 3, and 4 will be specified in the guidelines from the National Board for Professional Teaching Standards
- **Total Points:** 100 (76 points on content, 24 points on structure) **75% is a passing score.**
- **Special Requirements:**   Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO your development of the portfolio.
- **Rubric Criteria:** Content (40), Completeness (8), Process (8), Quality of Technical Evidence (8), Reflection and Analysis (12), Quality of Writing (16), Focus of Writing (8)
- **Additional Information:** See the Program Website for additional information

Submission of Journal Article for Publication
- **Length:** Approximately 20 double-spaced pages plus cover letter to the journal editor

- **Total Points:** 100 (76 points on content, 24 points on structure) **75% is a passing score.**
- **Special Requirements:** Include a copy of the journal and a sample article from the journal where you plan to submit your work. Include a copy of the author's guidelines for your intended publication. Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO beginning the article. Note: If you would like to write an article based on research conducted in your classroom, you may require approval by the CSUF Institutional Review Board; contact your advisor for additional guidance before you begin collecting data.
- **Rubric Criteria:** Letter to the Editor (8), Alignment with Author's Guidelines (44), Significance/ Theoretical Approach/ Framework (16), Potential Contribution to the Field (8), Excitement/Creativity (8), Process (8), Quality of Writing/Organization (8)

Completion of Curriculum Project
- **Length:** Approximately 50-100 double-spaced pages (may include lesson plans and other student-created resources), depending on the nature of the project.
- **Total Points:** 100 (76 points on content, 24 points on structure) **75% is a passing score.**
- **Special Requirements:** Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO your development of the project.
- **Rubric Criteria:** Rationale for Project (4), Scope and Sequence (8), Goals and Objectives (8) , Content Standards (8), Instructional Methods (20), Assessment Methods (8), Resources (12), Process (8), Quality of Writing (16), Focus of Writing (8)

Completion of Research Project
- **Length:** Approximately 50-120 double-spaced pages, depending on the nature of the project.
- **Total Points:** 100 (76 points on content, 24 points on structure) **75% is a passing score.**
- **Special Requirements:** Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO your development of the project. Some projects may require review by the CSUF Institutional Review Board before data collection begins; contact your advisor for additional guidance regarding this.
- **Rubric Criteria:** Rationale for Project (4), Scope and Sequence (8) , Goals and Objectives (8) , Content Standards (8), Instructional Methods (20), Assessment Methods (8), Resources (12), Process (8), Quality of Writing (16), Focus of Writing (8)

General Information on Projects:
Because projects fulfill a wide variety of practical and applied purposes, the nature of both the process for completing a given project and its end result (product) will also vary greatly. Therefore, the student should work closely with their project advisor to design a substantive, purposeful, and systematic approach to completing the project.   The first step in planning is to clearly define the goals of the project. In most cases, some form of literature review will be necessary to ensure an informed perspective. The research process might also include the use of additional resources such as textbooks and publisher materials, curriculum standards, policy statements, technology tools, or human resources.

The student's project advisor is their instructor for EDSC 594. The project advisor directly supervises the project, is responsible for evaluating the project (along with a second faculty member) and has the authority to assign a grade for the EDSC 594 course. The project advisor and a second faculty reader will independently assess and grade the final project according to the appropriate project rubric. Their combined score will determine the final grade for the project, though it is the project advisor who will ultimately assign a course grade. It is expected that the project advisor and the student will meet on a regular basis to discuss the student's work.

All students must write a formal proposal for their project. The detailed content and format requirements for the proposal are defined by the project advisor and the candidate. The project advisor may advise students to work closely with additional faculty who have expertise in the specific topic being explored by the candidate.

EDSC Project Guidelines: All capstone projects will have two components, one being a creative or pragmatic work and the second being a theoretical defense of the work. The product might focus on writing for publication, classroom-based research, curriculum projects, etc. Many people utilize the work they have done in other classes and expand it into a complete project. Others have turned a school-based assignment into a project for their degree.

The following steps are recommended for completing your project.

1. <u>Obtain the EDSC 594 code number and register through the normal process</u>. It is recommended that you officially enroll in the course the semester that you will complete the project. You should, however, contact your advisor and work on the project **before** you officially enroll. The semester before you take your project course you will need to have your project approved by your advisor. This semester before you complete your project class can serve as a preparatory time for your project, enabling you to complete <u>human subjects paperwork</u> (if required), finalize your project proposal, refine your review of literature, etc. If you do not complete the

project the semester you enroll you may receive a reasonable progress (RP) grade in EDSC 594. Remember that you must be officially enrolled in the University the semester your project is completed in order to complete a graduation check. Non-enrollment during the final semester disqualifies you from using the university facilities, including the library.

2. <u>Choose your advisor</u>. The instructor assigned the project course responsibility will normally coordinate the project and serve as your advisor. You will work closely with this person throughout the project process. You may choose one or two other persons to serve as committee members. These can be other faculty members or community/public school personnel who have expertise in your area of interest. The responsibility of the advisor/committee is to give you direction, guidance, and support.

3. <u>Consult with your advisor</u>. While you are encouraged to work with all committee members, your major contact will be your project advisor. Use this person to answer questions, direct your efforts, or act as a sounding board for your ideas.

4. <u>Write the proposal for your project</u>. The formal proposal is a means of introducing your advisor/committee to the particulars of your project. It should be relatively brief, but specific enough to give your advisor/committee the information they will need to help you form the components of the project. The proposal that you submit may get altered in the process of discussing your ideas, but after discussing it with your advisor, you should have a fairly concrete idea of what the project will involve.

5. <u>Begin independent work on your project</u>. Once the proposal has been approved, you will want to begin working.

6. <u>Consult with your advisor</u>. The advisor's responsibility will be to answer your questions and guide your independent work. Seek your advisor's help whenever needed.

Grading of the Projects:

Two faculty members grade each project, using the rubric associated with your capstone option. In the case of a marked discrepancy in scores, a third assessor will evaluate the project. **75% is a passing score.** Once the project has been graded, students will receive notification as to whether they passed or failed their project course. Students failing the project course will have the opportunity to meet with MS faculty member(s) in order to plan for an opportunity to revise their project, enroll in GS 700 in order to have more time to complete their work, and/or modify their culminating experience option.

Planning Ahead

It is important that you begin thinking about your capstone options early in the graduate program, and use each course to prepare you for success. Putting off this work will only result in being overwhelmed later in the program. The quality of your project will suffer, and you will experience more stress. Managing the work for your culminating experience is no different than managing the many projects that teachers have on their desks at any given time. Your culminating experience is a "long-term homework assignment" that is not attached to a specific course.   Although you will receive assistance in various courses, you should use initiative and self-management to complete the culminating experience in a timely manner.

In preparation for your final project, it is particularly important that you get into a habit of taking good notes on class lectures, activities, and readings. Take time periodically to organize and revise your notes so that they will be fully developed and readily accessible when you begin working on your project. You should also keep your textbooks, slides, articles, and other resources that you have collected in your graduate courses. These resources will be needed to complete your culminating experience.

Please keep in mind that you will need to turn in a full/complete draft of your project for faculty review well before the end of the semester when you are graduating.

Getting Ready

All MS in Transformative Teaching in Secondary Education students are required to take EDSC 501, Introduction to Graduate Studies in Secondary Education, as a prerequisite or in the first semester in the program. In this course you will prepare your Study Plan, develop skills in APA writing style, explore possible research topics, learn to work with Blackboard and other technology tools, and become familiar with library resources.

> **Exploring Topics:** One important requirement of EDSC 501 is the completion of a series of steps designed to help you explore project topics and then narrow your choices. The process of selecting a specific focus can be illustrated by thinking of a funnel. They are wide at the top and narrow at the bottom. You first circle over the top of the funnel with a list of ideas, then focus on one idea or a closely related group of similar ideas, problems, or issues. Keep in mind that it is possible to switch topics further into the process; but unless the topic is closely related to the one you selected earlier, you will have to start over at the beginning of the process.

Narrowing Your Topic: By the end of your first semester, you should select a topic that will be the focus for your culminating experience. At this point the topic will still be broader than your final culminating experience, but must be sufficiently narrow so that you can move on to the next step. For example, "secondary schools" is far too broad. "secondary curriculum" is narrower, but still too broad. "secondary mathematics curriculum" is more precise, but "culturally sustaining approaches to secondary mathematics in California" is much more precise and focused.

Finding and Utilizing Resources

Library Resources: To determine whether there is sufficient information and research on your topic, you will need to do a search of the OPAC on-line card catalog for the Pollak Library that can be found at this Web address www.library.fullerton.edu. You should also check to see how much information is available from the ERIC database that is also available from the Pollak Library. You will need a Titan Card (PLS-140, 657-278-3555) so that you can checkout materials.

The Library also offers orientation sessions that will be very helpful in learning how to use many of the electronic resources. You will attend a library orientation in your EDSC 501 course.

In-depth Research consultations are available to CSUF students and faculty for individual research assistance on a specific research assignment, topic, or thesis.

Additional Tips and Advice

Collaboration with Colleagues: You must complete your own culminating experience (project). However, if there is a topic that interests more than one student, it is possible to share library resources. For example, one student might be developing a staff development program on how to improve upper-grade mathematics scores on state exams. A second student might be doing survey research on teacher attitudes about staff development programs. Both students would need library sources on staff development.

Editing Buddies: Every student should identify 2-3 editing buddies, at least one of whom is a fellow student. We recommend groups of three, but no more than four. Working with colleagues who share some commonality in their topics will help everyone in the group to produce a better culminating project. Your editing buddies should read and edit your drafts before you turn them into a faculty member.

Keeping Track of Information: Most students find that making copies of the articles, reports, or chapters they plan to use is most helpful because they can make notes directly on the material and they can sort it into categories. Be sure that you copy the title page and note all of the information necessary to provide a complete citation and reference entry. You could also write the complete citation on your copy of the article.

APA Format Required: The department requires that you use the citation system of the American Psychological Association, generally referred to as "APA." We use APA because it is used in most educational writing. The citation system sets the rules for how to format both citations to works in the body of your writing and in the reference list at the end. The purpose of a citation system is to give the critical information necessary so that anyone can find the sources you have used. All require information such as the name of the author, year published, publisher, city where published, etc. The advantage of APA is that it is very easy to incorporate citations in the body of your writing. You just have to put the author's last name and year published (if you are quoting—add the page number too). For example, (Anderson, 2002, p. 19)

When no direction is given in this workbook on a topic, follow the APA Manual. The *Publication Manual of the American Psychological Association (7th Edition)* is available from the Titan Bookstore or from any of the online booksellers.

Annotated Bibliography: An annotated bibliography gives the full citation as it would be listed at the end of a project or article and adds a paragraph about the content and usefulness of the source.   The following is a sample annotation from an annotated bibliography about research methods. (You will be completing a brief Annotated Bibliography in EDSC 501).

Sample Annotation: Yin, R. (1993). *Applications of case study research.* Newbury Park, CA: Sage Publications.

This 130-page paperback will be very useful for students who wish to use qualitative methods or who are interested in using case studies to test a single theory or rival theories. There are good examples of case studies that have been done in the education field and a separate chapter on using case studies as an evaluation tool. Excellent examples abound on how to use visual models in the analysis and presentation of case study data.

Chapter 3: Graduation Procedures

Steps for Progressing Through the Graduate Program

Graduation procedures are outlined in the University Catalog.

> There may be additional steps for individual students in particular programs; for these, consult the program description and the academic unit (college, department or program) offering the degree program.
> • = Action initiated by student (as indicated below)
> † = Action initiated by the university
>
> *1. ADMISSION TO GRADUATE STANDING: CONDITIONALLY CLASSIFIED*
> • *Apply for admission and declare objective(s), using precise codes on the application form*
> † *Receive application acknowledgement from the Admissions Office*
> • *Request two sets of official transcripts of all previous college-level course work attempted be sent to Admissions Office*
> • *Take tests, if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form*
> • *Provide the departmental graduate program adviser with any other supporting statements or materials, as required*
> † *Recommendation for admission made by departmental graduate program adviser to Admissions Office*
> † *Receive notification of admission from Admissions Office*
> • *Make an appointment with the graduate program adviser to discuss your academic program. Advisers for each department are listed on the Graduate Studies website.*
>
> *2. GRADUATE STANDING: CLASSIFIED*
> • *Complete any course prerequisites and/or remove deficiencies*
> • *Apply for classified standing in the academic department offering the particular program prior to completion of nine units of study plan course work*
> • *Consult departmental graduate program adviser for advisement, including development of official study plan*
> • *Provide appropriate academic unit with any other supporting statements or materials, as shown in program descriptions in this catalog*
> • *Take tests if required by program, and order test scores sent to Cal State Fullerton, designating appropriate academic unit on the test registration form*
> † *Recommendation for classified standing made by graduate program adviser by sending the signed study plan to the Graduate Studies Office*
> † *Notification of classified standing granted is sent from Graduate Studies along with a copy of the approved study plan*
> • *If not received within a reasonable length of time, contact the departmental graduate program adviser or Graduate Studies Office.*

3. COMPLETION OF REQUIREMENTS

• *Apply for graduation prior to the beginning of the final semester. Specific deadlines are listed on the current Class Schedule and posted on them Graduate Studies website. The grad check form is available at the Admissions and Records Service Center and the Graduate Studies Office. A graduation processing and diploma fee will be paid to the university cashier with the application for graduation.*

• *Consult the departmental graduate program adviser to confirm final requirements for the degree*

• *Complete written and/or oral examination, if required. Complete thesis or project, if applicable*

• *Obtain committee approval for thesis, project or results of comprehensive exam(s)*

• *If applicable, submit thesis to university thesis reader by deadlines listed in the Class Schedule and on the Graduate Studies website*

† *Thesis reader signs "Thesis Approval Form"*

• *Take approved copy of thesis with "Thesis Approval Form" to the bookstore (Titan Shops Copy Center) and make arrangements for binding, microfilming and publication of the abstract. The cost is currently $155 plus $65 if copyright is desired.*

† *Final, approved study plan, with recommendation, sent by the department graduate program adviser to the Graduate Studies Office*

† *A copy of the Grad Check Review Form is sent to the student showing the adviser's recommendation.*

† *Preliminary audit completed by Graduate Studies Office staff. The student's study plan is checked for pending grades, and completion of any other requirements.*

• *Deposit approved copy of thesis or project in academic department (if required)*

• *Complete all general and specific requirements, other than final course examinations, by the last day of classes, in order to assure granting of the degree by the end of the semester*

† *Final verification of completion of requirements sent by the Graduate Studies Office staff to the registrar*

† *Notification of award of degree received from registrar approximately ten weeks after the end of the semester*

4. COMMENCEMENT

• *Make appropriate arrangements for cap, gown and hood rental in the campus bookstore*

† *Commencement information sent by the College Dean's Office*

Deadlines

Deadlines are identified in the Catalog. Adequate time should be allowed for formatting your project according to university requirements; reading and approval by your adviser and the committee members; and review by the Office of Graduate Studies.

Professional Project Deadlines must be completed by last day of final exams.

Completion of Requirements and Award of Degree

All coursework for the degree, except final course examinations, should be submitted by the last day of classes, in order to assure granting of the degree by the end of the semester or session. The degree is awarded upon the satisfactory completion of all state and university requirements as well as the specific requirements approved on the student's graduate study plan Award of the degree also requires the recommendation of the appropriate graduate adviser and committee (advancement to candidacy), the approval of the faculty, and approval of the Associate Vice President, Academic Programs (or designee).

If a thesis is required, it must be deposited in the campus bookstore according to instructions shown under "Theses and Projects," no later than the last day of final examinations for the semester or session in which the degree is to be awarded.

Applying for Graduation

Students must file an application for a graduation check and pay the graduation and diploma fee prior to the beginning of the final semester.

The last date to file the application is listed in the front inside cover of the class schedule for each regular semester and is posted on the Graduate Studies website. Candidates for summer (August) graduation must file their requests prior to registration for the spring semester. Student completing requirements during the summer must also obtain written approval prior to summer term on a form available in the Graduate Studies Office. The approved form must be returned to Graduate Studies during the spring semester.
Students who fail to complete requirements as planned must update the application for a graduation check and do so by the appropriate deadline. A fee is required to change the graduation date.

Forms for applying for graduation and changing the graduation date are available at the Admissions and Records Service Center and the Graduate Studies Office.

Graduation and Commencement

The effective date of graduation will be the last day of the specific term in which requirements are completed. Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of the fall and spring semesters and during the following summer may participate in those ceremonies.

Information concerning commencement activities is sent to students by college dean's offices usually in April of each year. Arrangements for cap, gown and hood rental are made in the campus bookstore, Titan Shops.

GS700 Enrollment

Students who have completed all coursework on the study plan and are continuing to work on thesis, project or comprehensive exam preparations have two options for registration:

1. **GS700 through regular restriction**: Students pay full fees and receive full student benefits (health center, student activities, etc.)
2. **GS700 through University Extension**: Students enroll paying a reduced fee and receive no university benefits other than library privileges. Permission to enroll through extended education is monitored through the Graduate Studies office using a request form signed off by the graduate program advisor and, for international students, an advisor in International Education and Exchange. No student will be permitted to enroll in GS700 through Extended Education without this form.
3. Registration materials will be released through the Graduate Studies office. Graduate program advisers will be sent a list of students enrolled in this special GS700.

Appendices

	Department of Secondary Education
C A L S T A T E **FULLERTON**	**Graduate Program**
	# Writing Competency

Because clear and effective written communication is a necessary skill for success in the Masters of Science in Transformative Teaching in Secondary Education Program at California State University, Fullerton, this policy statement sets forth minimum expectations for entering students as to competency in written language.

As outlined in the university catalog, "Students working toward a master's degree are required to demonstrate writing ability commensurate with the baccalaureate degree" (p. 571).   Students should be able to:

a)   write with clarity and precision;

b)   use Microsoft Word on a computer to create, format, store, track changes, retrieve, print, and electronically edit documents;

c)   accept that revision is at the heart of writing well. With this expectation in mind, students may be required to rewrite work (sometimes more than once) that their instructors deem as not at the graduate level.

Students who feel they do not meet the expected level of competency should contact their Graduate Advisor, who will determine the most appropriate way to remedy any writing limitations. Possible remediations and interventions, selection of which will be based on the degree of competency in specific areas, include the following:

1.   mentoring in writing by a more proficient colleague in the program;

2.   completion of a tutorial program in the areas needed; or

3.   the successful completion of a writing course (English 301, Advanced College Writing or an equivalent course) prior to being admitted into the program/or before being approved to take courses with high writing demands.

	Department of Secondary Education
C A L S T A T E **FULLERTON**	**Graduate Program**
	# Technology Competency

Because clear and effective written communication is a necessary skill for success in the Masters of Science in Transformative Teaching in Secondary Education Program at California State University, Fullerton, this policy statement sets forth minimum expectations for entering students as to competency in written language.

All entering students are expected to be knowledgeable in the use of a PC computer prior to being admitted to the university. (Mac users need to be able to transition onto the PC platform since on-ground instruction will be done on PC computers.) Students should be able to do the following:

a) Use a personal computer to locate, create, move, copy, delete, name, rename, and save files and folders on hard drives and on secondary storage devices such as floppy disks;

b) Use Microsoft Word on a PC/Mac computer, to create, edit, format, store, track changes, retrieve, and print documents, including electronic editing;

c) Use an electronic mail system to receive, create, edit, print, save, and send email messages with and without attached files;

e) Use an Internet browser to search and retrieve information from the World Wide Web; and

f) Be Familiar with and be able to access to Microsoft Office software, including PowerPoint, Microsoft Word, Excel, and FrontPage.

Students who feel they do not meet the expected level of competency should contact their Graduate Advisor, who will determine the most appropriate way to remedy any limitations in computer literacy. Possible remediations and interventions, selection of which will be based on the degree of competency in specific areas, include the following:

1. mentoring in a specific area by a more advanced colleague in the program;
2. completion of a tutorial program in the areas needed; or
3. the successful completion of EDSC 304 Educational Technologies for Secondary Teachers, or its equivalent, prior to be admitted into the program/or before being approved to take courses with high technological demands.

CAL STATE FULLERTON	Department of Secondary Education Graduate Program # EDSC 501 Checklist
Student Name	**CWID**

Initial each item to confirm your understanding.

_____ Students should always keep a current copy of their study plans.

_____ All students have reviewed the professional dispositions expected of candidates and understand that faculty will be assessing whether students are meeting these dispositions.

_____ Entering students must meet the writing and technology expectations for entering graduate students. Students may, at any time and by any member of the graduate faculty, be required to overcome any deficiencies before being allowed to continue with the graduate program.

_____ Students should read and be familiar with all of the expectations for graduate students, as outlined in the Student Handbook to Completing the MSE Degree.

_____ Any transfer course must be 500 level and no more than 6 units may be used as transfer units. *Due to the unique nature of this program, course equivalency with other university's graduate courses is very difficult. As such, transfer courses are very rarely approved in this program.

_____ This program has a firm commitment to practitioner research; as such, all students will be expected to read, evaluate, and utilize current educational research in all of their classes, and especially for the completion of the masters project/thesis/examination.

_____ Students should request a leave of absence if they are not going to maintain continuous enrollment while completing program.

_____ Coursework on study plan normally must be completed in five years. A two-year extension may be granted.

_____ This program has a firm commitment to Just Equitable and Inclusive Education (JEIE). As such, all students should be familiar with the principles that provide the foundation for this commitment.

_____ Students will need to request a graduation check the semester before their final semester in the program.

_____ Teachers with outside commitments (such as coaching) will need to schedule their outside responsibilities around their graduate program, not vice versa.

Student Signature

EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: RESEARCH PROJECT

Passing Score: 75/100
Length: Approximately 80-120 double-spaced pages, depending on the nature of the study and the methods used.
Total Points: 100 (76 points on content, 24 points on writing)
Special Requirements: Written approval required by instructor of the EDSC 594 PRIOR TO beginning the study.

CONTENT				
Writing Trait	**Exemplary 4**	**Satisfactory 3**	**Minimal 2**	**Unsatisfactory 1**
Completeness (12) X 3 _____ /12	- Includes all 5 required chapters of the project, as outlined in the Student Handbook to Completing the MSE Degree. - The checklist from the Student Handbook has been carefully followed for each of the five chapters. - Each chapter is balanced in terms of the attention devoted to each chapter.	- Includes all 5 required chapters of the project, as outlined in the Student Handbook to Completing the MSE Degree. - The checklist from the Student Handbook has been followed for each of the five chapters. - Each chapter is fairly well balanced in terms of the attention devoted to each chapter.	- The project may fail to address one or two major areas of the project, as outlined in the Student Handbook to Completing the MSE Degree. - The checklist from the Student Handbook has not been carefully followed for each of the five chapters. - The coverage of the different chapters is uneven (i.e., one chapter is fully addressed, yet another chapter is sketchy or incomplete. Or, all chapters are covered too briefly.)	- The project fails to follow the guidelines established in the Student Handbook to Completing the MSE Degree.
Content (40) X 10 _____ /40	- Content is comprehensive/accurate/persuasive - Displays an understanding of relevant theory - Information is accurate and correctly attributed to credible sources. - Writer has gone beyond course readings for resources - Professional terms are used appropriately throughout.	- Content is comprehensive/accurate/persuasive - Displays an understanding of relevant theory - The information is generally accurate. Some of the sources referenced may be weak. - Writer may be overly reliant on course readings for resources - Most professional terms are used appropriately.	- Content is not particularly convincing. - Understanding of relevant theory is suspect. - The information contains some significant inaccuracies. Some of the sources referenced are incorrect. - Writer is wholly reliant on course readings for resources - There is some use of professional terms; some may be used appropriately.	- The content is not convincing and fails to meet the expectations outlined in the Student Handbook to Completing the MSE Degree.
Significance/ Theoretical Approach/ Framework (16) X4 _____ /16	- The study has a clear connection with current research. - Background research is well developed, explained, and focused. - Writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing the topic under study.	- The study has a connection with current research. - Background research is developed, explained, and focused. - Writer analyzes and synthesizes theory/practice.	- The study has a poor connection with current research. - Background research is poorly developed and explained and may lack a specific focus. - Writer fails to analyze and synthesize theory/practice.	- The study lacks a solid connection with research.

p.1

Process (8) X 2 _____ /8	- There is clear, consistent, and convincing evidence of steady progress toward completion. - The candidate met regularly with the project advisor and completed multiple revisions.	- There is clear evidence of steady progress toward completion. - The candidate met with the project advisor regarding revisions.	- There is limited evidence of steady progress toward completion. - The candidate met sporadically with the project advisor and some of the meetings were procedural, not substantive.	- There is little to no evidence of steady progress toward completion. - The candidate met with the project advisor only once or twice regarding the project.

STRUCTURE OF THE WRITING

Writing Trait	Exemplary 4	Satisfactory 3	Minimal 2	Unsatisfactory 1
Organization (8) X 2 _____ /8	- Structure is clear, logical, and easy to follow - Conclusions/recommendations follow logically from the data.	- Structure is clear, logical, and can be followed - Conclusions/recommendations follow from the data.	- Structure is unclear, illogical, and cannot be easily followed - Conclusions/recommendations do not follow logically from the data.	- The research report is disorganized. There is little structure to help the reader follow the ideas. - The Student Handbook to Completing the MSE Degree has not been followed. - -
Focus (4) X 1 _____ /4	- The project remains focused on the research question(s). - The text keeps the reader focused by indicating how all chapters are related to the research question(s).	- The research report is generally focused but may include a few unrelated ideas. - The text keeps the reader generally focused by indicating how the chapters are related to the research question(s).	- The research report generally lacks a focus. Many unrelated ideas are presented. - The text includes ideas that are peripherally or vaguely related to the research question(s).	- The research report lacks a focus. - The text includes ideas that relate very poorly (or not at all) to the research question(s).
Quality of Writing (8) X 2 _____ /8	- It is clear that the research study has been proofread and there are no grammatical and/or editing errors in the text. - Sentences are complete, clear, and concise - Sentences are well-constructed with consistently strong, varied structure - Transitions between sentences/paragraphs/ sections help maintain the flow of thought - Words are precise and unambiguous - Tone is appropriate to audience, content, and assignment. - APA use is excellent	- The research study has been proofread but there are a few grammatical and/or editing errors throughout the text. - Word choice and other decisions suggest that the writer has been fairly careful in the construction of the research report. - APA use is good	- It is not clear that the research study has been proofread due to the grammatical and/or editing errors throughout the text. - Word choice and other decisions suggest that the writer has not been careful in the construction of the research report. - APA use is adequate	- The research study has clearly not been proofread and contains numerous grammatical and editing errors throughout the text. - APA use is poor
Originality (4) X 1 _____ /4	- Research is adequate/timely - Very interesting approach to the research topic. - The reader's interest is maintained throughout the entire paper.	- Generally sound research report with many interesting ideas presented. - The reader's interest is maintained throughout most of the paper.	- The research report includes few interesting ideas. - The writing is not compelling, although there are a few places that hold the reader's attention.	- The research report lacks interesting ideas. - The writing is dull with little or no reader appeal. p.2

TOTAL POINTS: _____

EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: CURRICULUM PROJECT

Passing Score: 75/100
Length: Approximately 50-100 double-spaced pages, depending on the nature of the project.
Total Points: 100 (76 points on content, 24 points on structure)
Special Requirements: Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO your development of the project.

CONTENT OF THE WRITING

Writing Trait	Exemplary 4	Satisfactory 3	Minimal 2	Unsatisfactory 1
Rationale for Project (4) X 1 _____/4	- The rationale provides clear, cogent, and compelling support for the project. - Writer analyzes and synthesizes theory/practice to develop new ideas and ways of developing the curriculum project	- The rationale provides a generally acceptable basis of support for the project - Writer references theory/practice to develop new ideas and ways of developing the curriculum project	- The rationale for the project is present, but the content is vague and/or the logic is unclear - Writer fails to adequately reference theory/practice	- The rationale for the curriculum project is absent, or the rationale provides no substantive support for the project - Writer fails to reference theory/practice
Scope and Sequence (8) X2 _____/8	- The scope and sequence are defined in precise and detailed format that describes the depth and breadth of the content domain	- Both scope and sequence are included, and the level of specificity is generally acceptable	- Either the scope or sequence is included, but not both	- Scope and sequence section is absent, or does not follow a prescribed format
Goals and Objectives (8) X2 _____/8	- The goals and objectives are specified according to format, and the content is particularly clear and descriptive	- The goals and objectives are specified, and the format follows the prescribed format	- The goals and objectives are specified, but contain minor errors in format	- The goals and objectives are not specified, or do not follow a prescribed format
Content Standards (8) X2 _____/8	- Content standards are included and are clearly aligned with the scope and sequence	- Content standards are included and are generally congruent with the scope and sequence	- Content standards are included, but cover a narrow scope of the content domain or are not congruent with the scope and sequence	- Content standards are not included
Instructional Methods (20) X5 _____/20	- The project contains widely varied instructional methods that are congruent with goals and objectives and appropriate for divergent learners	- The project contains a variety of instructional methods that are generally aligned with the specified goals and objectives	- The project contains a narrow scope of instructional methods, or the methods are incongruent with the specifed goals and objectives	- The project does not address the instructional methods to be used in achieving the goals and objectives
Assessment Methods (8) X2 _____/8	- The assessment methods are varied, and the assessments are clearly aligned with intended learning outcomes	- The assessment methods are included and adequately defined, but there is need to explicate the alignment with intended learning outcomes	- The assessment methods are included, but are lacking clarity or congruence with intended learning outcomes	- The assessment methods are not included, or the methods are not defined p.1

Resources (12) X3 _____/12	- An extensive variety of materials and resources are identified, and the resources are clearly aligned with the intended learning outcomes	- An acceptable variety of instructional materials and resources are identified	- A limited variety of instructional materials and resources are identified	- Instructional materials and resources are not included
Process (8) X 2 _____/8	- There is clear, consistent, and convincing evidence of steady progress toward completion. - The candidate met regularly with the project advisor and completed multiple revisions.	- There is clear evidence of steady progress toward completion. - The candidate met with the project advisor regarding revisions.	- There is limited evidence of steady progress toward completion. - The candidate met sporadically with the project advisor and some of the meetings were procedural, not substantive.	- There is little to no evidence of steady progress toward completion. - The candidate met with the project advisor only once or twice regarding the project.

STRUCTURE OF THE WRITING				
Writing Trait	**Exemplary 4**	**Satisfactory 3**	**Minimal 2**	**Unsatisfactory 1**
Quality of Writing (16) X4 _____/16	- Format is neat and attractive, and content is free of errors/ work is fully edited - APA use is excellent	- Format is neat and attractive, and contents contain one or two errors - APA use is good	- Format is generally appropriate, but contains several typographical, spelling, or grammatical errors - APA use is adequate	- Format is sloppy, or contains many typographical, spelling, and grammatical errors - APA use is poor
Focus of Writing (8) X2 _____/8	- Each section of the project remains focused with no wandering to unrelated ideas.	- Most sections of the project are generally focused and may include a few unrelated ideas.	- Most sections of the project generally lack focus. Many unrelated ideas are present.	- Each section of the project lacks focus. p.2

EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: ARTICLE FOR PUBLICATION

Passing Score: 75/100
Length: Approximately 20 double-spaced pages + cover letter to the journal editor
Total Points: 100 (76 points on content, 24 points on structure)
Special Requirements: Include a copy of the journal and a sample article from the journal where you plan to submit your work. Include a copy of the author's guidelines for your intended publication. Written approval required by instructor of the EDSC 594 Project Seminar course PRIOR TO beginning the article.

CONTENT				
Writing Trait	**Exemplary 4**	**Satisfactory 3**	**Minimal 2**	**Unsatisfactory 1/0**
Letter to the Editor (8) X 2 _____ /8	− Letter is clearly written. − Letter clearly describes the significance of the article for the readership of the journal. − The letter clearly indicates that the journal is an appropriate choice for the article.	− Letter is clear but not polished. − Letter describes the significance of the article for the readership of the journal. − The letter suggests that the journal is an appropriate choice for the article.	− Letter does not reflect well on the author, nor does it describe the significance of the article for the readership of the journal. − The letter fails to indicate that the journal has been chosen deliberately.	− Letter is missing.
Alignment with Author's Guidelines (44) X 11 _____ /44	− Meets all submission requirements specified in the author's guidelines. − All sections of the article are addressed and balanced.	− Meets most submission requirements specified in the author's guidelines. − Most sections of the article are addressed and balanced.	− Fails to completely meet the submission requirements specified in the author's guidelines. − Many sections of the article are not fully addressed and/or the treatment of those sections remains unbalanced.	− Fails to meet the submission requirements specified in the author's guidelines. − The article is not balanced and does not reflect the requirements as outlined in the author's guidelines.
Significance/ Theoretical Approach/ Framework (16) X4 _____ /16	− The article has a clear connection with current research. − Background research is well developed, explained, and focused.	− The article has a connection with current research. − Background research is developed, explained, and focused.	− The article has a poor connection with current research. − Background research is poorly developed and explained and may lack a specific focus.	− The article lacks a connection with research. p.1

Potential Contribution to the Field (8) X2 _____/8	− The article will undergo a rigorous review process and is being submitted to a well respected journal − Contribution to field is considerable. − The likelihood of publication is excellent.	− The article will undergo a review process and is being submitted to a respected journal. − Potential contribution to field is considerable. − The likelihood of publication is good.	− The journal may not adequately review submitted articles; as such, it is not a particularly well respected publication. − Potential contribution to field is modest. − The likelihood of publication is poor.	− The journal does not adequately review submitted articles; as such, it is not a well respected publication. − Potential contribution to field is poor. − The likelihood of publication is unlikely.
STRUCTURE OF THE WRITING				
Writing Trait	**Exemplary 4**	**Satisfactory 3**	**Minimal 2**	**Unsatisfactory 1/0**
Excitement/ Creativity (8) X 2 _____/8	− Very interesting approach to the issues; piques and maintains interest throughout the article.	− Sound article with strong content and interesting ideas. −	− Sterile presentation with only a few interesting ideas presented. −	− Dull article with little reader appeal.
Process (8) X 2 _____/8	− There is clear, consistent, and convincing evidence of steady progress toward completion. − The candidate met regularly with the project advisor and completed multiple revisions.	− There is clear evidence of steady progress toward completion. − The candidate met with the project advisor regarding revisions.	− There is limited evidence of steady progress toward completion. − The candidate met sporadically with the project advisor and some of the meetings were procedural, not substantive.	− There is little to no evidence of steady progress toward completion. − The candidate met with the project advisor only once or twice regarding the project.
Quality of Writing/ Organization (8) X 2 _____/8	− Organization excellent in terms of introduction, summary, bridges, and transitions − Article remains focused with no wandering to unrelated topics − Text keeps reader focused by indicating how minor points are related to the thesis − Ideas flow in a sensible sequence − Discussion of one area is complete before transitioning to another. − Use of APA is excellent	− Generally good presentation − Article is generally focused with text following a logical order − Relationship of ideas is made evident. − Transitions are evident. − Use of APA is good	− Few clues are used, so that text organization is a challenge to the reader − Some ideas are peripherally related to major thesis − Relationship of ideas to thesis is vague − Ideas generally sequenced but reader must work to keep up with flow of ideas − Ideas are presented in shotgun approach, lacking links to thesis. − Use of APA is adequate	− Disorganized with little structure offered to help reader follow the text − Text wanders with no explanation of the relationship of the parts − Text jumps from topic to topic. − Use of APA is poor P.2

EVALUATION CRITERIA FOR CULMINATING EXPERIENCE: NBPTS PORTFOLIO

Passing Score: 75/100
Length: The length of the portfolio entries for Components 2, 3, and 4 will be specified in the guidelines from the National Board for Professional Teaching Standards Portfolios
Total Points: 100 (76 points on content, 24 points on structure)
Special Requirements: Written approval required by instructor of the EDSC 594 Project Seminar course and EDSC 591 Professional Seminar PRIOR TO your development of the portfolio.

QUALITY OF SUBSTANTIVE EVIDENCE

Portfolio Trait	Exemplary 4	Satisfactory 3	Minimal 2	Unsatisfactory 1
Content (40) X 10 _____/40	- There is clear, consistent, and convincing evidence that the candidate recognizes students' individual learning differences and past experiences to set high worthwhile and appropriate goals for student learning and connects instruction to those goals. - There is clear, convincing, and consistent evidence that the teacher engages students in meaningful exploration of important ideas in his/her content area. - There is clear, convincing, and consistent evidence that the teacher uses rich and varied assignments. - There is clear, convincing, and consistent evidence that the teacher is able to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development.	- There is clear evidence that the candidate recognizes students' individual learning differences and past experiences to set high worthwhile and appropriate goals for student learning and connects instruction to those goals. - There is clear evidence that the teacher engages students in meaningful exploration of important ideas in his/her content area. - There is clear evidence that the teacher uses rich and varied assignments. - There is clear evidence that the teacher is able to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development.	- There is limited evidence that the candidate recognizes students' individual learning differences and past experiences to set high worthwhile and appropriate goals for student learning and connects instruction to those goals. - There is limited evidence that the teacher engages students in meaningful exploration of important ideas in his/her content area. - There is limited evidence that the teacher uses rich and varied assignments. - There is limited evidence that the teacher is able to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development.	- There is little or no evidence that the candidate recognizes students' individual learning differences and past experiences to set high worthwhile and appropriate goals for student learning and connects instruction to those goals. - There is little or no evidence that the teacher engages students in meaningful exploration of important ideas in his/her content area. - There is little or no evidence that the teacher uses rich and varied assignments. - There is little or no evidence that the teacher is able to accurately describe, analyze, and evaluate student work, and provide feedback to students about their learning and development.
Completeness (8) X 2 _____/8	- The entire portfolio was completed and submitted to the NBPTS and the Master's Department by the deadline.	- 2/3 of the portfolio was completed; serious circumstances beyond the candidate's immediate control resulted in the portfolio not being finished or submitted. * 2/3 of the portfolio means that 2 of the 3 entries are complete with all evidence	- Less than ¾ of the portfolio was complete; therefore, the student can not successfully complete the culminating project. * 2/3 of the portfolio means that 2 of the 3 entries are complete with all evidence	- Less than ¾ of the portfolio was complete; therefore, the student can not successfully complete the culminating project. * 2/3 of the portfolio means that 2 of the 3 entries are complete with all evidence
Process (8) X 2 _____/8	- There is clear, consistent, and convincing evidence of steady progress toward completion. - The candidate met regularly with the project advisor and completed multiple revisions.	- There is clear evidence of steady progress toward completion. - The candidate met with the project advisor regarding revisions.	- There is limited evidence of steady progress toward completion. - The candidate met sporadically with the project advisor and some of the meetings were procedural, not substantive.	- There is little to no evidence of steady progress toward completion. - The candidate met with the project advisor only once or twice regarding the project.

Quality of Technical Evidence (8) X 2 _____ /8	- Video recording is within the required time limits. - In video recording the classroom is well lit and the quality of the image is good (i.e. all visuals important to the lesson are clear and captured in the video). - In video recording it is possible to clearly hear everything the teacher and the students are saying. - All accompanying student work is legible.	- Three of the four conditions under level 4 have been met.	- Two of the four conditions under level 4 have been met.	- One or none of the conditions under level 4 have been met.
Reflection and Analysis (12) X3 _____ /12	- The teacher provides substantive details about his/her interpretation of the student outcomes that resulted from the instructional activities and/or other professional activities. - The teacher clearly reflects on his/her understanding of what should come next as a result of his/her analysis of the evidence. The connection between the reflection and analysis is very clear. - All reflections and analyses are backed up with specific evidence and/or examples that make the points clear to the assessor.	- The teacher provides some details about his/her interpretation of the student outcomes that resulted from the instructional activities and/or other professional activities. The teacher reflects on his/her understanding of what should come next but the reflection is not always clearly connected to the analysis of the evidence. . - Most reflections and analyses are backed up with evidence and/or examples but some of the evidence is not specific or the point is not as clearly made as it should be.	- The teacher makes interpretations about the student outcomes that resulted from the instructional activities and/or other professional activities but does not provide details regarding those interpretations. - The teacher writes about what he/she feels should come next but this writing is not connected to the interpretation of the evidence in any discernable way. - Some of the reflections and analyses are backed up with evidence and/or examples but most are not specific and the points would require substantive speculation on the part of the assessor.	- The teacher does not reflect on or analyze student outcomes that resulted from the instructional activities and/or other professional activities. . - The teacher does not reflect on what should come next. - There is no specific evidence or examples provided for any claims made by the teacher regarding the success of the learning activities. For example, a teacher states, "My goals were met" without providing evidence for that assertion.

STRUCTURE OF THE WRITING				
Writing Trait	**Exemplary 4**	**Satisfactory 3**	**Minimal 2**	**Unsatisfactory 1**
Quality of Writing (16) X4 _____ /16	- It is clear that each portfolio entry has been proofread and there are no grammatical and/or editing errors in the text.	- The portfolio entries have been proofread but there are a few grammatical and/or editing errors throughout the text.	- It is not clear that the portfolio has been proofread due to the grammatical and/or editing errors throughout the text.	- The portfolio has clearly not been proofread and contains numerous grammatical and editing errors throughout the text.
Focus of Writing (8) X2 _____ /8	- Each section of the portfolio remains focused with no wandering to unrelated ideas. - All text is essential and focused on answering the guiding question(s).	- Most sections of the portfolio are generally focused and may include a few unrelated ideas. - Most of the text is essential and focused on answering the guiding question(s).	- Most sections of the portfolio generally lack focus. Many unrelated ideas are present. - While some of the text answers the guiding question(s), much of the section seems unrelated.	- Each section of the portfolio lacks focus. - The text does not answer the guiding question(s). p.2