

**Key Assessments
MA in Education**

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MA in Ed.1 Writing Proficiency: Initial Writing Assessment (WP 1)

Applicants to the MA in Education program must submit an original piece of academic writing. The website directs them to choose one of six topics and to use the [MA in Education Writing Rubric](#) to guide their writing. The Graduate Coordinator uses the writing rubric to evaluate the writing samples and assign a score. The rubric contains seven criteria (presentation of ideas, organization, use of evidence, quality of evidence, conclusion, mechanics, APA formatting) with descriptors for four levels of performance (unacceptable, partial/inconsistent, acceptable/mostly consistent or exceptional/consistent. Applicants can earn up to 28 points. A candidate must earn at least 17 points for acceptance (among other admission requirements). Admitted candidates who earn between 17 and 21 points will be considered “conditionally classified” as a graduate student until they successfully pass the graduate writing course. [Back to top](#)

MA in Ed.2 Writing Proficiency: Advancement to Candidacy (WP 2)

To advance to candidacy, candidates must submit two work samples from their coursework. The candidate’s faculty advisor evaluates these work samples according to the [MA in Education Writing Rubric](#). Candidates who score a 24 or above on the rubric (out of 28) are eligible for advancement to candidacy, if they have met other program requirements. [Back to top](#)

SCHOOL OF EDUCATION MASTERS IN EDUCATION PROGRAM
Rubric for Initial Writing Assessment and Advancement to Candidacy

	UNACCEPTABLE/ LITTLE TO NO EVIDENCE 1	PARTIAL/ INCONSISTENT 2	ACCEPTABLE/ MOSTLY CONSISTENT 3	EXCEPTIONAL/ CONSISTENT 4
GRAD STUDIES ACCEPTANCE¹:	Deny	Conditionally Classified¹	Classified¹	Advanced²
Presentation of Ideas	Ideas are unclear or unsupported. Writing is informal.	Some ideas lack clarity and/or support. Writing style is inappropriate or inconsistent for professional use.	Ideas are clear and claims are supported by research and/or theory. Writing style is reflective and professional.	Ideas are clear and presented convincingly with an intense, in-depth, exploration of the topic, with claims that are supported by research and/or theory.
Organization	Structure of the paper distracts the reader from the content. Thesis is not evident. Thoughts are not ordered logically.	Structure of the paper includes a thesis, but it is not easily identifiable. Thoughts are ordered logically, both at paragraph and sentence levels.	Structure of the paper has thesis that is identifiable and moves the reader through the text. Thoughts ordered logically, both at paragraph and sentence levels.	Structure of the paper has a clear thesis that is identifiable, compelling, and moves the reader purposefully through the text. Smooth transitions, with thoughts ordered logically, both at paragraph and sentence levels
Use of Evidence	Student incorrectly interprets, summarizes, and demonstrates comprehension of most statements, graphs, questions, etc. <i>OR</i> misinterpretation is due to bias.	Student demonstrates comprehension of most statements, graphs, questions, etc. but <i>misinterprets*</i> Ideas <i>*Misinterpretation is <u>NOT</u> due to bias.</i>	Ideas are developed and supported through interpretation, analysis and evaluation of data or other forms of evidence.	Ideas are well-developed and supported through accurate interpretation, thorough analysis and careful evaluation of data or other forms of evidence.
Quality of Evidence	Evidence is minimal and does not support claims.	Evidence cited is minimal and/or not credible, outdated and/or biased.	Student cites appropriate and adequate academic evidence to support claims.	Student cites current, relevant and appropriate academic evidence to support claims. Evidence is compelling, drawing from a variety of sources.

Conclusion	Conclusion is not evident or is missing.	Conclusion is unwarranted or fallacious. May introduce new ideas or include evidence that should have been introduced earlier.	A well-reasoned conclusion that follows logically from the evidence is presented and serves to summarize the main points of the paper.	Conclusion is well-reasoned, compelling and follows logically from the evidence presented. Conclusion serves to summarize, makes connections, provide insights, and suggests broader implications.
Mechanics	Writing lacks proper sentence structure. There are consistent errors with mechanics: spelling, punctuation, grammar (more than a few errors per page). Errors interfere with the reader's understanding of the content.	Student Inconsistently uses proper sentence structure and Inconsistently writes with appropriate mechanics: spelling, punctuation, grammar (a few errors per page). Errors distract from the content, but do not interfere with the reader's understanding.	Student uses proper sentence structure with few errors and writes with appropriate mechanics: spelling, punctuation, grammar (a few errors in the document).	Student consistently uses proper sentence structure and consistently writes with appropriate mechanics: spelling, punctuation, grammar (no errors).
APA Style, Citations, and References	No APA style used.	Student uses APA style inconsistently in text citations or end of document references	Student consistently uses proper APA style in 2 of the following ways: in text citations, end of document references, or alignment of the two.	Student consistently uses proper APA style in the following 3 ways: in-text citations, end of document references, or alignment of the two.

Tally _____ / 28

¹Initial Writing Assessment:

Student must earn at least 21 points for admission (“Classified”) to program (pending GPA review).

Student must earn at least 17 points for conditional admission (“Conditionally Classified”) to program (pending GPA review). Conditional Classified status requires additional work by the student early in the program in order to achieve Classified status.

²Advancement to Candidacy: Student must earn at least 24 points for advancement (“Candidate”) to candidacy.

MA in Ed.3 School Community Equity Study from EDMA 600: *Critical Perspectives in Education*

Candidates complete a study of a school and community, including demographics overview, equity survey, school handbook analysis, community map, interview with a community based agency or organization. They then synthesize this data and write a report that describes the role of the school in the community. Papers are scored out of 30 points using the Equity Study Rubric. [Back to top](#)

	Level 1 Unacceptable Below 21	Level 2 Developing 21-23	Level 3 Proficient 24-26	Level 4 Exemplary 27-30
Content	Descriptions of the school’s demographics, program description, and handbook analysis are incomplete and/or inaccurate. Community map is poorly done.	Any one section of the descriptions of the school’s demographics, program description, and handbook analysis are incomplete or inadequate. Community map is inclusive of all of the categories in the assignment description.	Descriptions of the school’s demographics, program description, and handbook analysis are sufficient to portray the school’s population and culture. Community map is inclusive of all of the categories in the assignment description.	Thorough descriptions of the school’s demographics, program description, and handbook analysis demonstrate a clear understanding of the school’s population and culture. Community map is inclusive of all of the categories in the assignment description.
Mechanics/ APA Format	More than a few errors per page in grammar, punctuation, capitalization, spelling, or sentence structure, and errors interfere with content. Gaps in APA format. Incomplete references.	A few errors per page in grammar, punctuation, or sentence structure, but errors do not interfere with content. Inconsistent citations and APA format.	Careful editing—no more than a few errors in the document in grammar, punctuation, capitalization, spelling or sentence structure. APA format consistent.	Organized and thoughtful structure that provokes interest in topic. No errors in grammar or in sentence structure. APA format consistent.
Personal Investment	Lack of preparation and investment with the school and community.	Demonstrated engagement with the school and community. Indicate knowledge about the resources available to community members. Express personal commitment to connecting to students and community members.	Adequate level of engagement with the school and community. Indicate knowledge about the resources available to community members. Express personal commitment to connecting to students and community members in asset-based ways.	A high level of engagement with the school and community. Indicate a deep level of knowledge about the resources available to community members. Express personal commitment to connecting to students and community members in asset-based ways.

MA in Ed.4 Assessment Project from EDMA 602 *Assessment and Evaluation of Learning*

Assessment, Technology, Student Learning

Candidates create assessment instruments, administer the assessment to students, analyze data using technology, use the results to inform their understanding of student learning, and critique the assessment tool. Scores are earned on a 10 point scale, then converted to a 4 point scale (unacceptable, acceptable beginning, acceptable professional, exemplary).

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EDCI 602 School Assessment Simulation Project Scoring Rubric

The School Assessment Simulation Project is a multi-part Data Team assignment that comprises identifying the data schools collect, developing data overviews, creating and administering tests, and conducting test analyses. A Data Team assignment is a small group project that simulates assessment system processes one would expect a school faculty to do. All Data Team assignments involve a written report as well as a presentation or participation in a class discussion.

	Score 1 Unacceptable	Score 2 Developing	Score 3 Proficient	Score 4 Exemplary
Overall Simulation Response	The overall simulation has not been completely addressed. Components lack information and detail. Writing is less clear, less focused on the actual assignment, or lacks sufficient information. Discussion and interpretations sections may be disjointed, inaccurate and/or confusing.	The overall simulation has been addressed, but not as clearly or completely as needed. There may be unevenness between the written responses and discussions and interpretations. The written report may show less thoughtfulness, less balance and may be less accurate.	The overall simulation has been adequately addressed through each component. Written reports, discussions, and interpretations are generally complete and accurate.	The overall simulation has been completely addressed throughout all components. Written reports are informative, clear, and interesting. Components show attention to useful details that will help faculty and administrators better understand the school's assessment system. Discussions are complete and nuanced; interpretations are accurate and evidence-based.
School Assessment Inventory	For the selected grade level or secondary subject area, the assessment inventory provides incomplete information on external and internal assessments, recent instructional initiatives, and available student demographic data. Suggestions for more effective use of results and answers to related questions are incomplete or insufficient for assessment system planning. The inventory lacks useful information about the assessment system.	For the selected grade level or secondary subject area, the assessment inventory includes information on most external assessments. Information on internal assessments, recent instructional initiatives, and available student demographic data is limited. Suggestions for more effective use of results and answers to related questions are less clear and useful for assessment system planning. The inventory is a presents a good start at describing the assessment	For the selected grade level or secondary subject area, the assessment inventory includes information on all external and internal assessments, as well as recent instructional initiatives and available student demographic data that may be useful in understanding assessment results. The inventory discusses ways to more effectively use results. Most related questions are answered thoughtfully. The inventory is well organized,	All of score level 3 plus: a school assessment calendar is included, all related questions are answered thoughtfully, the authors identify and explain data needed that will lead to better student learning outcomes. The inventory presents a truly comprehensive look at the assessment system.

		system.	clearly written, and provides a solid description of the assessment system.	
Data Overview	The Data Overview poses limited educational questions. The data source may be inadequate to answer the questions. Data displays are not clear or incomplete or overly simplistic and thereby unable to encourage educators to explore student performance needs. A conclusion may be limited or missing.	The Data Overview attempts to answer educational questions that may not be clearly stated, and/or the identified data source is not clearly related to the questions. Data displays are provided to answer some of the questions, however the displays are not of sufficient quality to encourage educators to carefully explore student performance needs. The conclusion is a limited summary of findings.	The Data Overview poses multiple, related educational questions that can be answered through data analysis. One or more sources of student data are identified; the operation of the Data Team is briefly and clearly described. The report answers each question with a clear data display shows student performance and holds interest for educators. A brief conclusion accurately summarizes findings.	All of score level 3 plus: more than one source of student data has been analyzed across multiple years; some attempt has been made to conduct subgroup analysis; data displays are designed to clearly engage educators and others, as appropriate, in exploration of the drivers of student learning performance and potential next steps.
Test Construction	The Data Team description of need for more information about student performance in a specific content or skill is inadequate or missing. Identified educational standards are clearly too broad. The test blueprint is incomplete, or poorly aligned to identified standards, or very limited across limited taxonomic levels. The test has only limited alignment	The Data Team description of need for more information about student performance in a specific content or skill area lacks clarity. Identified educational standards may be too broad. The test blueprint proposes to assess students primarily across limited taxonomic levels and/or with insufficient numbers of items. The test may lack clear	The Data Team described the need for more information about student performance in a specific content or skill area. Related educational standards are identified. The test blueprint proposes to assess students on some of the identified standards across multiple taxonomic levels and with sufficient numbers of items. The test is well aligned	All of score level 3 plus: the description of need for information is specific; selected educational standards are clearly related to needed students performance information and also limited to assessing those needs. The test blueprint proposes to assess students on most standards across multiple taxonomic levels. The test is

	with the blueprint. Test design may create student response problems.	alignment with the blueprint. Test design may lead to some difficulties for student responses.	with the blueprint and well designed for student responses.	clearly a product of the blueprint and designed to encourage high quality student responses.
Test Analysis	The Test Analysis Report shows major deficiencies in calculating or reporting test statistics and reliability. The item analysis by Data Team members is inadequate and incomplete. The report of overall test characteristics is confusing and not related to improvement of the test.	The Test Analysis Report does not include complete test statistics and/or calculation of split-half reliability with correction. A test item analysis is not provided for at least three test items for each member of the Data Team or item analyses are incomplete. A report of overall test characteristics based on ability of results to help interpret student learning and proposing next instructional interventions is incomplete or lacks clarity.	The Test Analysis Report includes complete test statistics and calculation of split-half reliability with correction for at least one test administration, a test item analysis for at least three test items for each member of the Data Team, and a report of overall test characteristics based on ability of results to help interpret student learning and propose needed instructional interventions.	All of score level 3 plus: test analysis is followed with clear suggestions for improving each test item; the report shows how the test worked across subgroups, and a rationale is provided for each proposed instructional intervention.

MA in Ed.5 Action Research Project from EDCI 601 Curriculum Development and Instructional Design

The AR project is designed to provide an opportunity for candidates to look closely at a question related specifically to their current position in education. Candidates formulate a question, collect and analyze data, engage in reflections and determine future directions. The assignment is scored on a rubric out of a total of 40 points. [Back to top](#)

Rubric for Action Research Project

Criteria	Level 1 Unacceptable 0-28	Level 2 Developing 29-32	Level 3 Proficient 32-35	Level 4 Exemplary 36-40
Content	Description of the required components is incomplete. Reflection on the process is minimal. Details are lacking. Conclusions are poorly developed or justified.	Description of the required components is inconsistent. AR question meets 3-4 of the guidelines. Description of data collection and analysis processes is lacking justification or an articulation of triangulation	Description and explanation of the required components are complete. AR question meets at least 5 of the guidelines for a well-written question. Description and justification of data collection and analysis processes, including a clear articulation of triangulation. Reflection on the process is thoughtful and informed. Details are engaging, conclusions are well developed and justified. Literature review is relevant and well organized.	Thorough description and explanation of the required components. AR question meets the 6 guidelines for a well-written question. Thorough description and justification of data collection and analysis processes, including a clear articulation of triangulation. Reflection on the process is thoughtful and informed. Details are very concrete and engaging, conclusions well developed and justified. Literature review is very relevant, well organized, and cohesive in structure.
Mechanics/ APA Format	More than a few errors per page in grammar, punctuation, capitalization, spelling, or sentence structure, and errors interfere with content. Gaps in APA format. Incomplete references.	A few errors per page in grammar, punctuation, or sentence structure, but errors do not interfere with content. Inconsistent citations and APA format.	Careful editing—no more than a few errors in the document in grammar, punctuation, capitalization, spelling or sentence structure. APA format consistent.	Organized and thoughtful structure that provokes interest in topic. No errors in grammar or in sentence structure. APA format consistent.
Personal Investment	Minimal reflection on the impact of the study on author's practice. Lack of personal investment is portrayed.	Some reflection on the impact of the study on the author's practice is described.	Author's interest and passion are detectable. Future directions and impact on author's practice is described.	The writing shows openness to the challenges of studying one's own practice. Self-learning, future directions, and impact on author's practice are clearly described.

MA in Ed.6 Culminating Activity

As a culminating activity for the Masters in Education degree, candidates may choose to complete a thesis, project or comprehensive exam. Both the project and the thesis include an oral defense and a written document, as described in the Guide to Graduate Studies. Upon completion, the candidate’s thesis or project committee assigns a score to the written document and oral defense (unacceptable, pass, pass with distinction). There is one rubric for the thesis or project, and one rubric for comprehensive examinations. [Back to top](#)

Thesis/Project Rubric

MA in Education Rubric for Project and Theses				
	Not Acceptable/Not Pass (0)		Pass (1)	Pass with Distinction (2)
Presentation of Ideas	Ideas are unclear or unsupported. Writing is informal.	Some ideas lack clarity and/or support. Writing style is inappropriate or inconsistent for professional use.	Ideas are clear and claims are supported by research and/or theory. Writing style is reflective and professional.	Ideas are clear and presented convincingly with an intense, in-depth, exploration of the topic, with claims that are supported by research and/or theory.
Organization	Structure of the paper distracts the reader from the content. Thesis is not evident. Thoughts are not ordered logically.	Structure of the paper includes a thesis, but it is not easily identifiable. Thoughts are ordered logically, both at paragraph and sentence levels.	Structure of the paper has thesis that is identifiable and moves the reader through the text. Thoughts ordered logically, both at paragraph and sentence levels.	Structure of the paper has a clear thesis that is identifiable, compelling, and moves the reader purposefully through the text. Smooth transitions, with thoughts ordered logically, both at paragraph and sentence levels
Use of Evidence	Student incorrectly interprets, summarizes, and demonstrates comprehension of most statements, graphs,	Student demonstrates comprehension of most statements, graphs, questions, etc. but <i>misinterprets*</i> Ideas	Ideas are developed and supported through interpretation, analysis and evaluation of data or other forms of evidence.	Ideas are well-developed and supported through accurate interpretation, thorough analysis and careful evaluation of data or

	questions, etc. <i>OR</i> misinterpretation is due to bias.	<i>*Misinterpretation is <u>NOT</u> due to bias.</i>		other forms of evidence.
Quality of Evidence	Evidence is minimal and does not support claims.	Evidence cited is minimal and/or not credible, outdated and/or biased.	Student cites appropriate and adequate academic evidence to support claims.	Student cites current, relevant and appropriate academic evidence to support claims. Evidence is compelling, drawing from a variety of sources.
Conclusion	Conclusion is not evident or is missing.	Conclusion is unwarranted or fallacious. May introduce new ideas or include evidence that should have been introduced earlier.	A well-reasoned conclusion that follows logically from the evidence is presented and serves to summarize the main points of the paper.	Conclusion is well-reasoned, compelling and follows logically from the evidence presented. Conclusion serves to summarize, makes connections, provide insights, and suggests broader implications.
Mechanics	Writing lacks proper sentence structure. There are consistent errors with mechanics: spelling, punctuation, grammar (more than a few errors per page). Errors interfere with the reader's understanding of the content.	Student Inconsistently uses proper sentence structure and Inconsistently writes with appropriate mechanics: spelling, punctuation, grammar (a few errors per page). Errors distract from the content, but do not interfere with the reader's understanding.	Student uses proper sentence structure with few errors and writes with appropriate mechanics: spelling, punctuation, grammar (a few errors in the document).	Student consistently uses proper sentence structure and consistently writes with appropriate mechanics: spelling, punctuation, grammar (no errors).
APA Style, Citations, and References	No APA style used.	Student uses APA style inconsistently in text citations or end of document references	Student consistently uses proper APA style in 2 of the following ways: in text citations, end of document references, or alignment of the two.	Student consistently uses proper APA style in the following 3 ways: in-text citations, end of document references, or alignment of the two.

COMPREHENSIVE EXAMINATION RUBRIC
MA in Education – Curriculum & Instruction, Education Leadership, and Special Education

Comprehensive exams are blind-scored by the School of Education Comprehensive Exam Committee, using the Comprehensive Exam Rubric. There are 3 questions in the comprehensive exam. There are 15 points possible for each question, for a total of 45 points. To pass each question, a minimum score of two points is required in each rubric category. Two scorers score the comprehensive exam. Scores are averaged. Candidates earning a score of 41 or above, earn a “pass with distinction.” Candidates who earn between 30 and 41 points, pass. Candidates with less than 30 points do not pass. [Back to top](#)

Description
<p>Examination and Development of Topic</p> <ul style="list-style-type: none"> <input type="checkbox"/> In depth examination of the exam topics including detailed discussion of which past practices informs current or future directions for education OR discussion of the context for the issue (3 points) <input type="checkbox"/> Examination of the topic over time to assess the degree to which past practices informs current or future directions for education OR discussion of the context for each issue (2 points) <input type="checkbox"/> Assessment of the degree to which past practices informs current or future directions for education OR Context of the topics is minimal or missing (1 point) <input type="checkbox"/> Response is off topic and does not respond to the question (0 points)
<p>Ability to analyze, evaluate and draw conclusions</p> <ul style="list-style-type: none"> <input type="checkbox"/> In depth analysis and evaluation of alternative points of view and draws judicious conclusions (3 points) <input type="checkbox"/> Analyzes and evaluates alternative points of view AND draws judicious conclusions (2 points) <input type="checkbox"/> Superficial analysis and evaluation of alternative points of view AND conclusions are not consistently relevant (1 point) <input type="checkbox"/> Response does not evaluate alternative points of view OR does not draw conclusions (0 points)
<p>Application of theory to practice</p> <ul style="list-style-type: none"> <input type="checkbox"/> Strong and varied applications of theory to practice (3 points) <input type="checkbox"/> Demonstrates the ability to apply theory to practice (2 points) <input type="checkbox"/> Application of theory to practice is minimal (1 point) <input type="checkbox"/> Response does not apply theory to practice (0 points)
<p>Use of APA format</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently documents current research using appropriate APA format (3 points) <input type="checkbox"/> Documents current research using appropriate APA format 80% of the time (2 points) <input type="checkbox"/> Current research is not consistently documented OR appropriate APA format is not used (1 point) <input type="checkbox"/> Does not use APA format (0 points)
<p>Mechanics and Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistent and appropriate use of mechanics and sentence structure (3 points) <input type="checkbox"/> Appropriate use of mechanics and sentence structure 90% of the time; errors do not interfere with meaning (2 points) <input type="checkbox"/> Mechanical errors and sentence structure interfere with meaning (1 point)

Candidates complete an online exit survey (22 items) that measures perception of preparedness in areas identified by program learning outcomes. [Back to top](#)
(Rubric next page)

MA in Ed Finisher (Summer 2014)

Demographic Information

This MA in Education Finisher Survey helps the School of Education at CSU, Chico to gather data from recent graduates for program improvement and accreditation reporting. The survey should take you three to five minutes to complete. We sincerely appreciate your time and effort on our behalf.

***1. Gender:**

- Male
- Female
- Transgender or intersex

***2. Marital Status:**

- Single
- Married/Partnered
- Widowed
- Separated/Divorced

***3. Race/Ethnicity:**

- Native American
- African American
- Hispanic/Latino
- Asian
- White
- Multiracial
- Other

***4. Age:**

- 20-29
- 30-39
- 40-49
- 50 and over

***5. Is English your primary language?**

- Yes
- No

***6. In what language(s) do you consider yourself fluent?**

MA in Ed Finisher (Summer 2014)

***7. Have you registered services from Disability Support Services?**

- Yes
- No

8. In what ZIP code is your home located? (enter 5-digit ZIP code; for example, 00544 or 94305)

***9. Current Position:**

- Elementary School Teacher
- Secondary School Teacher
- Education Specialist
- Vice Principal/Principal/Superintendent
- Higher Education
- Unemployed Education
- Other

Other (please specify)

***10. In the master's program, my emphasis was...**

- Curriculum & Instruction Option
- Educational Leadership & Administration Option
- General MA-- RTR
- General MA-- Special Ed Emphasis
- General MA-- English Learner Focus

***11. I completed the following culminating activity to earn my MA in Education degree.**

- Thesis
- Project
- Comprehensive Exam
- Scholarly Paper/Comprehensive Exam

MA in Ed Finisher (Summer 2014)

***12. I completed the MA in Ed in:**

- Fall 2012
- Spring 2013
- Summer 2013

Other (please specify)

***13. I am considering pursuing doctoral work.**

- Yes
- No

***14. Please check the appropriate box on the right to indicate the level of agreement with each statement:**

	Strongly Agree	Agree	Disagree	Strongly Disagree
This program helped me to increase my depth of knowledge about my content area or area of emphasis. (NCATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This program helped me to become more knowledgeable about current issues in education. (SLO 1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This program helped prepare me to become a leader in my educational setting. (NCATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This program helped me to become more reflective about my educational practice. (NCATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My instructors supported my academic writing development. (SLO 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel my academic writing has improved since entering this program. (SLO 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel competent in writing using APA format. (SLO 2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The program provided sufficient resources in areas such as library, media, and computer facilities to support my progress. (NCATE)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors used digital technology tools as appropriate to enhance my learning. (SLO 4,5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructors encouraged and supported my use of digital technology tools in course assignments. (SLO 4,5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend this master's program to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

***15. I make use of digital technology tools in my planning and preparation for teaching (or related field)... (SLO 4)**

- Very Often
- Often
- Sometimes
- Rarely
- Never

MA in Ed Finisher (Summer 2014)

16. In my planning and preparation, I typically use the following tools. (Select all that apply). (SLO 4)

- Google Tools
- Google Earth
- Wikis
- Blogs
- Spreadsheets
- Databases
- Social Networks
- Web Resources in content area
- Web Searching
- Web2.0 Tools
- Interactive White Board (SmartBoard and Promethean)
- Presentation Tools
- Video and Podcasting
- RSS feeds
- Mobile and Handheld Devices
- Virtual Worlds
- Collaboration & Communication Tools
- Other technologies not identified
- Not Applicable

Other (please specify)

***17. Rate your proficiency in using current digital technologies (see list above). (SLO 4, 5)**

- I am reluctant to use digital technology in my teaching and learning.
- I am gaining confidence in using some digital technology in my teaching and learning.
- I am confident in using digital technology in my teaching and learning.
- I am confident in my technology skills but have limited resources to use at my educational site.
- I am so confident using digital technology in my teaching and learning that I teach others.

If you are currently in an educational setting where you are teaching students or others, please respond to the following two questions (18 and 19).
If not, please skip them. Thank you.

MA in Ed Finisher (Summer 2014)

18. I make digital technologies available to my students or those with whom I work... (SLO 5)

- Very Often
- Often
- Sometimes
- Rarely
- Never

19. I typically make available the following digital technology tools to my students or those with whom I work. (Select all that apply). (SLO 5)

- Google Tools
- Google Earth
- Wikis
- Blogs
- Spreadsheets
- Databases
- Social Networks
- Web Resources in content area
- Web Searching
- Web2.0 Tools
- Interactive White Board (SmartBoard and Promethean)
- Presentation Tools
- Video and Podcasting
- RSS feeds
- Mobile and Handheld Devices
- Virtual Worlds
- Collaboration & Communication Tools
- Other
- Not Applicable

Other (please specify)

MA in Ed Finisher (Summer 2014)

20. The School of Education has identified the following five dispositions as critical to effective educators. One goal of SOE programs is to help candidates develop their professional dispositions. Now, at the end of your program, please rate the degree to which your professional practice reflects each of the following dispositions.

	Unacceptable	Acceptable Beginning Practice	Acceptable Professional Practice	Exceptional Practice
Appreciates and values human diversity, recognizes community and cultural norms, shows respect for students' varied talents and perspectives, seeks to foster culturally-appropriate communications and demonstrates best practices in his or her field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Believes that all children can learn, appreciates their varying abilities and persists in helping all children achieve success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed to continuous, self-directed learning, critical thinking and reflection in order to refine instructional practice and deepen knowledge in the academic disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrates pride in the education profession and participates in collaborative relationships with colleagues, students, parents, and social and professional communities and agencies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committed to the expression and use of democratic values and is committed to creating a learning environment that fosters active engagement in learning and encourages positive social interaction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please use this space to elaborate on any questions or to tell us anything else you would like us to know about your experiences in the Masters Program.

Please only answer the following two questions (22, 23) if you completed the Education Leadership & Administration option. Otherwise, please skip them. Thank you.

22. Education Leadership & Administration - Position

	Elementary School Teacher	Secondary School Teacher	Vice Principal/Principal	Other
Position when admitted to the Education Leadership & Administration Program:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current Position:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Education Leadership & Administration - Please indicate your level of agreement with each of the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	NA
The vision of the program was clearly articulated and shapes its design and delivery. (C-Std. 1)	<input type="radio"/>				
Sufficient resources (in areas such as library, media, and computer facilities) were allocated throughout my program to support my progress. (C-Std. 2)	<input type="radio"/>				
The quality of teaching was outstanding.(C-Std. 3)	<input type="radio"/>				
The faculty reflect cultural, ethnic, and gender diversity.(C-Std. 3)	<input type="radio"/>				
The faculty are knowledgeable about cultural, ethnic, and gender diversity.(C-Std. 3)	<input type="radio"/>				
Based on background and experience, the instructors were qualified to teach program courses.(C-Std. 3)	<input type="radio"/>				
Meaningful opportunities were provided to become involved in program design, development, and evaluation activities.(C-Std. 4)	<input type="radio"/>				
The admission process had clearly defined criteria and procedures that were rigorous and fair.(C-Std. 5)	<input type="radio"/>				
Program advising included academic, personal, and professional development. (C-Std. 6)	<input type="radio"/>				
The fieldwork/clinical experiences were sequenced and planned collaboratively with school districts and university program personnel.(C-Std. 7)	<input type="radio"/>				
University supervisors provided me with useful feedback and appropriate activities for professional growth.(C-Std. 8)	<input type="radio"/>				
Courses provided extensive opportunities to analyze, implement, and reflect on the relationships between theory and practice concerning leadership, teaching and learning in the context of contemporary school issues in California.(P-Std. 1)	<input type="radio"/>				
The program offered exposure to the essential themes, concepts and skills related to the performance of administrative services (i.e.: communication skills, leadership theories, curriculum).(P-Std. 3)	<input type="radio"/>				
The program provided opportunities to examine personal attitudes toward issues of race, gender, and socioeconomic status.(P-Std. 4)	<input type="radio"/>				
The program provided opportunities to learn about issues of race, gender, and socioeconomic status and ways to ensure equity for all members of the school community.(P-Std. 4)	<input type="radio"/>				
The program provided an opportunity to examine the principles of democratic education from a historical and policy perspective.(P-Std. 5)	<input type="radio"/>				
Courses provided multiple opportunities to learn, practice, and reflect on the role of instructional leaders.(P-Std. 6)	<input type="radio"/>				
The program provided feedback on performance through formative and summative assessments.(C-Std. 9)	<input type="radio"/>				
The program helped me learn how to promote the success of all students at my school through the development of a shared vision of learning.(C-Std. 10)	<input type="radio"/>				
The program helped me learn how to promote the success of all students at my school through advocating, nurturing, and sustaining a	<input type="radio"/>				

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school cultural conducive to student learning.(C-Std. 11)

The program helped me learn how to promote the success of all students at my school by ensuring a safe, efficient, and effective learning environment.(C-Std. 12)

<input type="radio"/>				
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The program helped me learn how to promote the success of all students through working with diverse families and communities.(C-Std. 13)

<input type="radio"/>				
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The program helped me learn how to promote the success of all students by developing personal ethics in a leadership capacity.(C-Std. 14)

<input type="radio"/>				
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The program helped me learn how to promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal, and cultural context.(C-Std. 15)

<input type="radio"/>				
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Thank you for your time in completing this MA in Education Finisher Survey. Your information will help the School of Education at CSU, Chico continue to improve and refine this program.