The W

Graduate Studies in Education Handbook

College of Arts, Sciences, and Education
Division of Education and Outreach
Education and Human Sciences Building 520
11th Street South/PO Box MUW-1637
Columbus, MS 39701
http://www.muw.edu/case/ed/graduate
662-329-7191
gse@muw.edu

Review the MUW GRADUATE BULLETIN for additional information.
Please find the BULLETIN at the MUW Registrar's website: https://www.muw.edu/registrar
Mississippi University for Women offers graduate programs that provide students who have received a baccalaureate degree with opportunities to learn research-based content beyond that of their undergraduate programs while refining their skills as practicing professionals. The mission of Graduate Studies follows the University’s Strategic Plan: (1) promoting academic excellence through programs that result in individuals who are masters in their profession, (2) maintaining a rigorous system of admissions and monitoring, (3) developing leadership and research skills, and (4) fostering community service as well as participation in state, regional, national, and international organizations. Graduate faculty, administration, and staff at Mississippi University for Women are committed to providing a quality environment with resources for excellence.
MUW Graduate Programs in Education Conceptual Framework

The Mississippi University for Women Conceptual Framework is based upon the Educator as Reflective Decision Maker and represents the foundational professional beliefs and practices guiding the development of educator candidates within the Mississippi University for Women Educator Preparation Program. The current model and framework were developed a number of years ago as a collaborative process involving the MUW faculty and constituency, and the unit has continued to find the framework relevant over time. Reviews and modifications have been used to update it and ensure continued viability.

The elements of the conceptual framework represent:

**Diverse Educator Candidate Population (Foundation)**

The foundation for the conceptual frameworks is the diverse educator candidate population. The faculty and administration of the university are committed to recruitment of a diverse educator candidate population. The challenges and responsibilities of the Mississippi University for Women Educator Preparation Program Unit are to nurture all candidates’ individual differences while providing them with development of appropriate depth and breadth in their understanding and experiences related to content, pedagogy, content pedagogy, and professionalism as educators. The faculty seeks to develop within each candidate acquisition of knowledge, self-understanding, skills and dispositions to practice appropriate professional reflective decision making.

**Educator Preparation Program Knowledge Base (Next Pedestal of Support)**

When undergraduate educator candidates initially enter Mississippi University for Women, they are introduced to a strong general knowledge base in core subject content areas through the required university general education curriculum. After admission to the Teacher Education Program, teacher candidates continue their studies in their professional education courses and are guided to develop knowledge, skills, and dispositions to be successful educators who practice reflectively. The curricula
for all preparation programs within the unit, including both content specific and professional education coursework, are based on well-founded theories and current research. The knowledge base is delivered through an integration of experiences in both theory and practice for candidates. The pillars of the model represent all aspects of learning – knowledge, self-understanding, skills, and dispositions. For undergraduate educator candidates, a carefully articulated progression of clinical experiences begins in (ED 302) *The Art and Science of Teaching* course and concludes with the full-time internship (ED 406, 407, 409) during the final professional education semester. For graduate candidates, theory and practical experiences, including internships, are integrated and embedded in required courses. Educator candidates are encouraged and guided in using metacognition and reflection to develop self-understanding. Their knowledge, skills, and dispositions are assessed at levels throughout the program, and feedback is provided to foster growth.

**Knowledge Base, Self-Understanding, Skills, and Dispositions (Pillars of the Model)** Educator candidates in the Mississippi University for Women Educator Preparation Program Unit are expected to develop and demonstrate professional competency in the areas represented in the pillars on the model: (a) **applying knowledge** that is related to content, pedagogy, and content pedagogy; (b) **developing self-understanding** through guided reflection upon their own practices, beliefs, and skills development; (c) **practicing appropriate teaching, leadership, and professional skills** that support positive impact on K-12 student learning; and (d) **acquiring and/or refining dispositions** that foster learning and positive human relationships, reflect appropriate work and professional ethics, and demonstrate reflection upon their own values and decision making. The knowledge base is delivered through the programs of study for each degree program. The unit practices strategies to ensure that the professional education courses are delivered with continuity and purpose. Curriculum mapping is an ongoing topic of the faculty’s work. In addition, instructors in multiple sections of courses collaborate so that syllabi and expectations are consistent. Any adjunct faculty are expected to adhere to the established syllabi and delivery. Common texts are used in multiple sections and text books are chosen by the faculty. MUW does not accept any transfer of professional education courses from other institutions. The progression of study through the undergraduate programs require minimum grade of “C” in professional education courses, specific content courses, and other specific courses identified in program materials. Professional education courses are defined by the unit as those which provide components in theory in teaching and learning, pedagogy, or content pedagogy.
Reflective Decision Making (Entablature resting on the Pillars in the model)

The anticipated outcome for both graduate and undergraduate Educator Candidates is an ability to utilize reflective decision making in all aspects of professional practice. Candidates are guided in developing these skills through experiences in all aspects of the progression through their programs of study. Toward the accomplishment of this aim, the Mississippi University for Women Educator Preparation Program has adopted the principles of the Interstate New Teacher Assessment and Support Consortium (INTASC) and the standards of the National Board of Professional Teaching Standards as goals for aspiring teacher candidates. Experiences are aligned with these standards.

For aspiring administrators, the alignment is with the Interstate School Leaders Licensure Consortium Standards, Educational Leadership Constituents Council, and the National Board of Professional Standards for Administrators. The Mississippi Curriculum Frameworks for K-12 Learners (MDE Website: http://www.mde.k12.ms.us/) is also used by teacher candidates. During the 2011-2012 academic year, the MUW faculty engaged in Common Core training with the anticipation that an alignment with Common Core Standards will be used as the Mississippi Curriculum Frameworks for K-12 Learners.

Continued Growth (Pediment above the Entablature)

Educator candidates are guided and encouraged throughout their programs of study to continue to develop professional skills throughout their careers and to pursue lifelong learning and professional growth. The pediment at the top of the figure represents this goal for graduates of the programs. The university faculty are also expected to model these behaviors themselves in their own continued growth and professional behavior.

Graduate Studies also incorporated The Five Core Propositions for the National Board for Professional Teaching Standards/Administrative Standards into the Conceptual Framework.

1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and knowledge of their students’ interests, abilities,
skills, knowledge, family circumstances and peer relationships. Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students’ cognitive capacity and their respect for learning. Equally important, they foster students’ self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

2. **Teachers know the subjects they teach and how to teach those subjects to students.**

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students. Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

3. **Teachers are responsible for managing and monitoring student learning.**

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues’ knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools’ goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students to
learn and how to maintain their interest even in the face of temporary failure. Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

4. **Teachers think systematically about their practice and learn from experience.**

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, honesty, fairness, respect for diversity and appreciation of cultural differences – and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives to be creative and take risks, and to adopt an experimental and problem solving orientation. Accomplished teachers draw on their knowledge of human development, subject matter and instruction, and their understanding of their students to make principled judgements about sound practice. Their decisions are not only grounded in the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students. Striving to strengthen their teaching, accomplished teachers critically examine their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgement and adapt their teaching to new findings, ideas, and theories.

5. **Teachers are members of learning communities.**

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students’ benefit, and are skilled at employing such resources as needed. Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

Graduate Studies in Education also adhere to Professional Standards where available for each program (EDL – Interstate School Leaders Licensure Consortium Standards, Gifted Studies – National Association for Gifted Children Standards, and Reading/Literacy – International Reading Association Standards). Further, as well as the National Board for Professional Teaching or Administration Standards.
Policies and Procedures for Dismissal, Probation, and Expulsion

Dismissal from Graduate Program

Unsafe, unethical, illegal, or unprofessional conduct, as well as academic dishonesty, is cause for denying admission to graduate studies or for dismissal from graduate studies. A student dismissed for these reasons will not be eligible for readmission to any graduate program at MUW. If a graduate program denies admission to or dismisses a student for unsafe, unethical, illegal, or unprofessional conduct the student may appeal the decision by following the procedure outlined below under Academic Grievances. If the Academic Standards Board denies admission to or dismisses a student for academic dishonesty, the student may appeal the decision to the President, as outlined below under the Academic Dishonesty Policy. MUW educator preparation programs adheres to and upholds the State Board Policy for Mississippi Code of Ethics.
State Board Policy
Mississippi Educator Code of Ethics and Standards of Conduct Code
1717
ADOPTION: April 17, 1998
REVISION: January 20, 2011

Each educator, upon entering the teaching profession, assumes a number of obligations, one of which is to adhere to a set of principles which defines professional conduct. These principles are reflected in the following code of ethics which sets forth to the education profession and the public it serves standards of professional conduct and procedures for implementation.

This code shall apply to all persons licensed according to the rules established by the Mississippi State Board of Education and protects the health, safety and general welfare of students and educators.

Ethical conduct is any conduct which promotes the health, safety, welfare, discipline and morals of students and colleagues.

Unethical conduct is any conduct that impairs the license holder’s ability to function in his/her employment position or a pattern of behavior that is detrimental to the health, safety, welfare, discipline, or morals of students and colleagues.

Any educator or administrator license may be revoked or suspended for engaging in unethical conduct relating to an educator/student relationship (Standard 4). Superintendents shall report to the Mississippi Department of Education license holders who engage in unethical conduct relating to an educator/student relationship (Standard 4).

Standard 1: Professional Conduct
An educator should demonstrate conduct that follows generally recognized professional standards.

1.1 Ethical conduct includes, but is not limited to, the following:

1. Encouraging and supporting colleagues in developing and maintaining high standards
2. Respecting fellow educators and participating in the development of a professional teaching environment
3. Engaging in a variety of individual and collaborative learning experiences essential to professional development designed to promote student learning
4. Providing professional educational services in a nondiscriminatory manner
5. Maintaining competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and pedagogical practices.
6. Maintaining a professional relationship with parents of students and establish appropriate communication related to the welfare of their children

1.2 Unethical conduct includes, but is not limited to, the following:

1. Harassment of colleagues
2. Misuse or mismanagement of tests or test materials
3. Inappropriate language on school grounds or any school-related activity
4. Physical altercations
5. Failure to provide appropriate supervision of students and reasonable disciplinary actions.

**Standard 2: Trustworthiness**
An educator should exemplify honesty and integrity in the course of professional practice and does not knowingly engage in deceptive practices regarding official policies of the school district or educational institution.

2.1 Ethical conduct includes, but is not limited to, the following:

1. Properly representing facts concerning an educational manner in direct or indirect public expression
2. Advocating for fair and equitable opportunities for all children
3. Embodying for students the characteristics of honesty, diplomacy, tact and fairness.

2.2 Unethical conduct includes, but is not limited to, the following:

1. Falsifying, misrepresenting, omitting, or erroneously reporting any of the following:
   - Employment history, professional qualifications, criminal history, certification/recertification
   - Information submitted to local, state, federal, and/or other governmental agencies
   - Information regarding the evaluation of students and/or personnel
   - Reasons for absences or leave
   - Information submitted in the course of an official inquiry or investigation
   - Falsifying records or directing or coercing others to do so

**Standard 3: Unlawful Acts**
An educator shall abide by federal, state, and local laws and statutes and local school board policies.

Unethical conduct includes, but is not limited to, the commission or conviction of a felony or sexual offense. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought or situation where first offender treatment without adjudication of guilt pursuant to the charge was granted.
Standard 4: Educator/Student Relationship
An educator should always maintain a professional relationship with all students, both in and outside the classroom.

4.1 Ethical conduct includes, but is not limited to, the following:

1. Fulfilling the roles of mentor and advocate for students in a professional relationship. A professional relationship is one where the educator maintains a position of teacher/student authority while expressing concern, empathy, and encouragement for students
2. Nurturing the intellectual, physical, emotional, social and civic potential of all students
3. Providing an environment that does not needlessly expose students to unnecessary embarrassment or disparagement
4. Creating, supporting, and maintaining a challenging

4.2 Unethical conduct includes, but is not limited to, the following:

1. Committing any act of child abuse
2. Committing any act of cruelty to children or any act of child endangerment
3. Committing or soliciting any unlawful sexual act
4. Engaging in harassing behavior on the basis of race, gender, national origin, religion or disability
5. Furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student or allowing a student to consume alcohol or illegal/unauthorized drugs
6. Soliciting, encouraging, participating or initiating inappropriate written, verbal, electronic, physical or romantic relationship with a student

Standard 5: Educator Collegial Relationships
An educator should always maintain a professional relationship with colleagues, both in and outside the classroom.

5 Unethical conduct includes, but is not limited to, the following:

1. Revealing confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law
2. Harming others by knowingly making false statements about a colleague or the school system
3. Interfering with a colleague’s exercise of political, professional, or citizenship rights and responsibilities
4. Discriminating against or coercing a colleague on the basis of race, religion, national origin, age, sex, disability, or family status
5. Using coercive means or promise of special treatment in order to influence professional decisions of colleagues
Standard 6: Alcohol, Drug and Tobacco Use or Possession
An educator should refrain from the use of alcohol and/or tobacco during the course of professional practice and should never use illegal or unauthorized drugs

6.1 Ethical conduct includes, but is not limited to, the following:

1. Factually representing the dangers of alcohol, tobacco and illegal drug use and abuse to students during the course of professional practice

6.2 Unethical conduct includes, but is not limited to, the following:

1. Being under the influence of, possessing, using, or consuming illegal or unauthorized drugs
2. Being on school premises or at a school-related activity involving students while documented as being under the influence of, possessing, or consuming alcoholic beverages. A school-related activity includes but is not limited to, any activity that is sponsored by a school or a school system or any activity designed to enhance the school curriculum such as club trips, etc. which involve students.
3. Being on school premises or at a school-related activity involving students while documented using tobacco.

Standard 7: Public Funds and Property
An educator shall not knowingly misappropriate, divert, or use funds, personnel, property, or equipment committed to his or her charge for personal gain or advantage.

7.1 Ethical conduct includes, but is not limited to, the following:

1. Maximizing the positive effect of school funds through judicious use of said funds
2. Modeling for students and colleagues the responsible use of public property

7.2 Unethical conduct includes, but is not limited to, the following:

1. Knowingly misappropriating, diverting or using funds, personnel, property or equipment committed to his or her charge for personal gain
2. Failing to account for funds collected from students, parents or any school-related function
3. Submitting fraudulent requests for reimbursement of expenses or for pay
4. Co-mingling public or school-related funds with personal funds or checking accounts
5. Using school property without the approval of the local board of education/governing body

Standard 8: Remunerative Conduct
An educator should maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation.

8.1 Ethical conduct includes, but is not limited to, the following:
1. Insuring that institutional privileges are not used for personal gain
2. Insuring that school policies or procedures are not impacted by gifts or gratuities from any person or organization

8.2 Unethical conduct includes, but is not limited to, the following:

1. Soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local governing body
2. Tutoring students assigned to the educator for remuneration unless approved by the local school board
3. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgement or to obtain special advantage. (This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents, or other persons or organizations in recognition or appreciation of service)

**Standard 9: Maintenance of Confidentiality**

An educator shall comply with state and federal laws and local school board policies relating to confidentiality of student and personnel records, standardized test material, and other information covered by confidentiality agreements.

9.1 Ethical conduct includes, but is not limited to, the following:

1. Keeping in confidence information about students that has been obtained in the course of professional service unless disclosure serves a legitimate purpose or is required by law
2. Maintaining diligently the security of standardized test supplies and resources

9.2 Unethical conduct includes, but is not limited to, the following:

1. Sharing confidential information concerning student academic and disciplinary records, health and medical information, family status/income and assessment/testing results unless disclosure is required or permitted by law
2. Violating confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, and violating local school board or state directions for the use of tests
3. Violating other confidentiality agreements required by state or local policy

**Standard 10: Breach of Contract or Abandonment of Employment**

An educator should fulfill all of the terms and obligations detailed in the contract with the local school board or educational agency for the duration of the contract.

10. Unethical conduct includes, but is not limited to, the following:

1. Abandoning the contract for professional services without prior release from the contract by
2. Refusing to perform services required by the contract

**Academic Probation and Expulsion from Graduate Programs**

A graduate student who does not maintain a 3.0 MUW cumulative GPA (including grades of I) will be placed on probation. If the student on probation fails to earn a 3.0 MUW cumulative GPA (excluding grades of I) at the end of the probationary semester, the student will be removed from the graduate program and will not be allowed to enroll in any graduate program at MUW. If the student on probation earns a 3.0 MUW cumulative GPA (excluding grades of I) at the end of the probationary semester, the student may continue in good standing unless the student earned a grade of I during the probationary semester, in which case the student may continue on probation.

A student who makes more than two grades of C, a grade of D, or a grade of F will be removed from the graduate program and will not be allowed to enroll in any graduate program at MUW.

A student who is removed from the graduate program may appeal that decision to the Graduate Student Scholastic Appeals Committee. A graduate student may appeal to this committee only once during his or her graduate-student career. The student’s appeal shall consist of a letter, in her/his own words, addressed to the Committee in care of the Director of Graduate Studies. It should contain salient information detailing possible reasons and explanations for sub-standard academic performance, any extenuating circumstances, etc. In addition to the student’s own letter, any letters of support for the student from outside parties should also accompany the letter. The Director of Graduate Studies shall forward the appeal information to the Chair of the Graduate Student Scholastic Appeals Committee. The deadline for receiving appeals shall be the working day prior to the published registration date for the semester for which the student intends to register. Neither the student, nor any other parties, shall be granted the privilege of a personal appearance or hearing before the Committee. The Committee shall reserve the right to seek any relevant academic information pertaining to the student, such as class attendance records and transcripts, before rendering a final decision on the expulsion of the student. The Committee shall have the right to impose certain academic requirements or conditions on any student it readmits to the university. These may include, but are not limited to, prescribing certain courses, determining semester course load, requiring specified level of scholastic performance, and requiring academic counseling. A written statement concerning the actions of the Committee on each student’s appeal shall be forwarded to the Director of Graduate Studies, who will then notify the student in writing of the Committee’s action with copies to the Registrar and the student’s academic program. The Graduate Student Scholastic Appeals Committee represents the highest performance review board to which the student may appeal an academic expulsion. The decisions of the committee are not subject to review or change by any other university authority.
Applying for Licensure

Notice Regarding Licensure:
Requirements governing licensure in the State of Mississippi are continually revised. As a result, requirements for degrees leading to licensure are subject to change from those published in the MUW Bulletin. The student is advised to secure a correct current curriculum guide from the Division of Education and Outreach website to insure that both degree requirements and license requirements are met.

MAT and certification students (Gifted and Reading/Literacy) must apply for licensure at http://www.mde.k12.ms.us/teacher-center and complete the MUW IVP form on the net page for verification of course work. The IVP form should be returned to gse@muw.edu with an unofficial transcript. You can print an unofficial transcript from your Banner Web. To save your unofficial transcript as a pdf file and attach it to an e-mail, go to your transcript on Banner Web, select FILE – PRINT, and hit the down arrow beside printers, select adobe pdf as your printer.

To complete the process for licensure, you must request your official transcript be sent to the Office of Licensure at MDE. You can do this online at http://www.muw.edu/registrar/transcript_ordering.html.

SEND THE OFFICIAL TRANSCRIPT TO THE FOLLOWING ADDRESS:

Mississippi Department of Education
Office of Educator Licensure, Ste 201
P.O. Box 771
Jackson, MS 39205-0771
### Part A-Identifying Information

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<tr>
<th>Full Name:</th>
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### Part B-Contact Information

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### Part C-Licensure Information

#### Master of Arts in Teaching (MAT) Program

- **3-Year Alternate Route License**
  - ED 549
  - ED 551

- **5-Year Alternate Route License**
  - ED 566 (3 hrs.)
    - Semester
  - ED 566 (3 hrs.)
    - Semester

#### Institutional Add-on for Gifted Education

- ED 516
- ED 517
- ED 552
- ED 595
- ED 598

#### Institutional Add-on for Reading Literacy

- ED 523
- ED 524
- ED 564
- ED 599
- ED 531

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Office of Graduate Studies in Education Verification

The above named student has met all of the licensure requirements as indicated above and should receive Institutional Verification of Program.

Coordinator of Graduate Studies in Education

Date
Graduate Bulletin

For information concerning entrance requirements, tuition and expenses, academic policies and procedures, please see the MUW Graduate Bulletin.

The following pages include graduation requirements specific to graduate programs in the Division of Education and Outreach.
Graduate Portfolio Requirements

**Purpose:** The graduate portfolio is a compilation of graduate work and reflections on personal and professional growth as a result of work in the graduate program.

1. Graduate students are required to select a minimum of eight pieces of work completed in graduate classes. This should include at least **three** pieces of work or artifacts submitted from core classes (ED 500, 514, 520, and 552) and at least **five** pieces of work from the primary area of study. Artifacts should represent work from multiple classes. (Reading/Literacy, EDL, and Gifted majors may provide all artifacts from courses in the primary area of study).

2. All National Board core propositions should be addressed. (See Graduate Handbook pages 2-3). In addition, Reading/Literacy students should use all International Reading Association Standards (IRA). (See *Standards for Reading Professionals 2010*). Educational Leadership students should use ISLLC standards and Gifted Students should use NAGC standards.

3. A narrative should accompany each artifact. Each narrative should have a heading which includes the course name and number in which the artifact was completed, the instructor of the course, and the core propositions, and/or IRA, ISLLC, NAGC Standards which will be addressed in the narrative. The narrative should include three main sections: a description, an analysis which clearly defines the relationship between the artifact and core propositions, IRA, ISLLC, or NAGD Standards, and a reflection.

4. All professional portfolios must be submitted electronically or in a three-ring notebook. Artifacts that are too large to be presented in their entirety must be submitted as a picture and/or a representative sample of the artifact should be included.

5. Students graduating in August must submit the portfolio to the Coordinator of Graduate Studies in Education on the **1st day of the second summer session**. Students graduating in May or December must submit the portfolio to the Coordinator of Graduate Programs in Education **1 month prior to graduation**. Students should keep a copy of all portfolio artifacts.

6. Five percent per day will be deducted for late submission.
Portfolio Format:

I. Cover Sheet
II. Table of Contents
III. Vita
IV. Educational Platform
V. Professional Goals
VI. Descriptions, Analyses, and Reflections from the core course with Artifacts
VII. Descriptions, Analyses, and Reflections from non-core courses with Artifacts
VIII. Overall assessment of your growth in the graduate program
IX. Other Comments (Optional)

Before submitting the professional portfolio, students should verify the following:

_____ All sections from above are included;
_____ All tabs are visible and accurately labeled;
_____ Portfolio is presented in a logical manner that is easy to follow;
_____ All pages are numbered and match table of contents;
_____ All artifacts include a heading with the appropriate course name and number, the course instructor, and the core propositions/IRA standards being addressed;
_____ All attributes identified in the rubric on the following pages are included.
GUIDELINES ELECTRONIC PORTFOLIOS

1. Candidates may elect to submit an electronic portfolio in lieu of a standard portfolio.

2. Electronic portfolios will be scored using the same rubric by which standard portfolios are scored.

3. ALL directions and guidelines for portfolios in the Graduate Program Handbook must be adhered to.

4. Titles and headings of links must be consistent with Graduate Program Handbook directions and instructions.

5. Candidates must submit electronic portfolio URL address to gse@muw.edu by the posted deadline. Late submission will result in the same grade reduction as for a standard portfolio.

6. It is the candidate’s responsibility to make sure all links are working links. This will be considered a part of the score for Notebook Display, as indicated on the graduate portfolio rubric. Work that is not accessible cannot and will not be graded.

7. All work should be submitted in Microsoft word or PDF format.

8. Initial links for artifacts should be clearly labeled and have the Description, Analysis, and Reflection (DAR) first. Format is as follows:

   Artifact 1
   ED 564
   Analytical Reading Inventory

9. The accompanying artifact for each DAR should either be placed immediately after the DAR, within the original link, or have a clearly labeled link immediately after the Reflection component of the DAR. In any event, the DAR is of primary importance and should be labeled clearly and be located within any link BEFORE the artifact.

10. Artifacts should be candidate generated work and not cut and paste activities or website information.

11. Fonts, headings, and other posted material should be consistent in form. Advisors reserve the right to ask candidates to change font or format if documents are illegible or difficult to read.
Rubrics for Professional Portfolio
Exit Portfolio: __________________________ Student ___________________ Evaluator ___________________ Date ________________________

<table>
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<tr>
<th>Attributes</th>
<th>Not Acceptable</th>
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<th>At Standard</th>
<th>Above Standard</th>
<th>Attribute Pts. Earned</th>
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<tbody>
<tr>
<td>1. Portfolio Presentation</td>
<td>Meets none of the requirements</td>
<td>Meets few of the requirements</td>
<td>Meets requirements</td>
<td>Meets all requirements and is presented in a creative &amp; innovation way, exceeding expectations</td>
<td>(3)</td>
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<tr>
<td>2. Description of Artifacts</td>
<td>Few or none of the descriptions are detailed and clearly comprehensible to all audiences</td>
<td>Most descriptions are detailed and clearly comprehensible to all audiences</td>
<td>All descriptions are detailed and clearly comprehensible to all audiences</td>
<td>All descriptions are detailed and clearly comprehensible to all audiences &amp; are connected to key concepts of the courses, relevant to best practice</td>
<td>(12)</td>
</tr>
<tr>
<td>3. Analysis of Artifact as related to ISLLC</td>
<td>Few or no artifacts are analyzed and clearly connected to the 6 ISLLC Standards.</td>
<td>Most artifacts are analyzed and clearly connected to the 6 ISLLC Standards.</td>
<td>Artifacts are analyzed and clearly connected to all 6 ISLLC Standards.</td>
<td>Artifacts are analyzed and clearly connected to the 6 ISLLC Standards. Analysis demonstrates depth of understanding.</td>
<td>(12)</td>
</tr>
<tr>
<td>4. Reflection on Artifacts</td>
<td>Little to no interpretation of the meaning of the artifacts to his/her professional growth and learning.</td>
<td>Some interpretation of the meaning of the artifacts to his/her professional growth and learning.</td>
<td>Sufficient interpretation of the meaning of the artifacts to his/her professional growth and learning.</td>
<td>Clear and detailed interpretation of the meaning of the artifacts to his/her professional growth and learning.</td>
<td>(12)</td>
</tr>
<tr>
<td>5. Educational/Supervisory Platform, Professional Code of Ethics, Professional Goals</td>
<td>Not provided or not connected to best practice</td>
<td>Provided, but weak connection to research and best practice</td>
<td>Provided, and connected to best practice.</td>
<td>Provided, connected to best practice, and evidences a clearly defined sense of his/her own professional role.</td>
<td>(12)</td>
</tr>
<tr>
<td>6. Overall assessment of</td>
<td>Little to no</td>
<td>Provided discussion,</td>
<td>Provided</td>
<td>Provided clear discussion, &amp;</td>
<td>(12)</td>
</tr>
<tr>
<td>growth</td>
<td>expression of growth</td>
<td>but showed little depth or did not demonstrate clear understanding of field of leadership</td>
<td>discussion, &amp; demonstrated clear understanding of field of leadership</td>
<td>demonstrated a clear, well defined understanding of field of leadership &amp; their own role.</td>
<td></td>
</tr>
<tr>
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<td>----------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total Points Earned</td>
<td></td>
<td></td>
<td></td>
<td>(3)</td>
<td></td>
</tr>
</tbody>
</table>

Evaluator’s comments:
# Professional Portfolio Rubric

## Gifted Studies

### NAGC – CEC Standard

<table>
<thead>
<tr>
<th>Element (indicator)</th>
<th>unacceptable</th>
<th>Below Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 1 is not aligned to a NAGC – CEC Standard</td>
<td>Professional Portfolio meets none of the requirements found in the Graduate Handbook. (0)</td>
<td>Professional Portfolio meets few requirements found in the Graduate Handbook. (1)</td>
<td>Professional Portfolio meets most requirements found in the Graduate Handbook. (2)</td>
<td>Professional Portfolio meets all requirements found in the Graduate Handbook and is presented in a creative and innovative way and exceeds expectations. (3)</td>
<td></td>
</tr>
</tbody>
</table>

**Comments on Element (indicator) 1:**

### Element 2 aligns with NAGC – CEC Standard

1. Description of Artifact
   - NAGC – CEC & NBPTS Standards
   - NBPTS 1
   - NAGC/CEC 2

- Few or none of the descriptions are detailed, directly referencing the standard addressed by the artifact, and
- Most descriptions are detailed, directly referencing the standard addressed by the artifact, and
- All descriptions are detailed, directly referencing the standard addressed by the artifact, and clearly comprehensible to all audiences and are

---

**Date:** ____________________________  **Student:** ____________________________  **ID#** ____________________________
education.

<table>
<thead>
<tr>
<th>NAGC – CEC Standard</th>
<th>Element (indicator)</th>
<th>unacceptable</th>
<th>Below Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 3 aligns with NAGC – CEC Standard 9: Professional and Ethical Practice S1 Assess personal skills and limitations in teaching individuals with exceptional learning needs</td>
<td>3. Analysis of Artifact to NAGC – CEC Standards</td>
<td>Few or none of the artifacts are analyzed and clearly connected to all five NAGC – CEC Standards and NBPTS core propositions. (0-3)</td>
<td>Most artifacts are analyzed and clearly connected to all five NAGC – CEC Standards and NBPTS core propositions. (4-6)</td>
<td>Artifacts are analyzed and clearly connected to all five NAGC – CEC Standards and NBPTS core propositions. (7-9)</td>
<td>Artifacts are analyzed and clearly connected to all five NAGC – CEC Standards and NBPTS core propositions, and each is connected to all applicable standards or core propositions. (10-11)</td>
<td></td>
</tr>
<tr>
<td>NBPTS 1 NAGC/CEC 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NBPTS 2 NAGC/CEC 2</td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>NBPTS 3 NAGC/CEC 7</td>
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<td></td>
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</tr>
<tr>
<td>NBPTS 4 NAGC/CEC 9</td>
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<tr>
<td>NBPTS 5 NAGC/CEC 10</td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Comments on Element 2:
Element 4 aligns with NAGC – CEC Standard 9: Professional and Ethical Practice S7
Reflect on personal practice to improve teaching and guide professional growth in gifted and talented education.

<table>
<thead>
<tr>
<th>4. Description of Artifact (NAGC – CEC &amp; NBPTS Standards)</th>
<th>Few or none of the descriptions are detailed, directly referencing the standard addressed by the artifact, and clearly comprehensible to all audiences. (0-3)</th>
<th>Most descriptions are detailed, directly referencing the standard addressed by the artifact, and clearly comprehensible to all audiences. (4-6)</th>
<th>All descriptions are detailed, directly referencing the standard addressed by the artifact, and clearly comprehensible to all audiences. (7-9)</th>
<th>All descriptions are detailed, directly referencing the standard addressed by the artifact, and clearly comprehensible to all audiences and are connected to key concepts of the course, and are relevant to current research. (10-11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NBPTS 1 NAGC/CEC 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NBPTS 2 NAGC/CEC 4</td>
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<td></td>
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</tr>
<tr>
<td>NBPTS 3 NAGC/CEC 7</td>
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<tr>
<td>NBPTS 4 NAGC/CEC 9</td>
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<tr>
<td>NBPTS 5 NAGC/CEC 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Comments on Element 4:
<table>
<thead>
<tr>
<th>NAGC – CEC Standard</th>
<th>Element (indicator)</th>
<th>unacceptable</th>
<th>Below Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
<th>Score:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Element 5 is not aligned to a NAGC – CEC Standard</td>
<td>5. Grammar &amp; Mechanics</td>
<td>Major Errors (0)</td>
<td>Minor Errors (1)</td>
<td>No Substantive Errors (2)</td>
<td>Exemplary with no errors. (3)</td>
<td></td>
</tr>
<tr>
<td>Comments on Element (indicator) 5:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Element 6 aligns with NAGC – CEC Standard 9: Professional and Ethical Practice K1 | 6. Overall assessment of growth in the graduate program | Candidate finds it difficult to relate personal/professional growth in the graduate program. (0-1) | Candidate relates minimal growth in the graduate program and, or lacks reference to personal bias. (2-3) | Candidate effectively relates growth in the graduate program and references personal frames of reference that affect teaching. (4-5) | In addition to at standard the candidate includes supporting evidence and experiences to illustrate growth in the program. (6) | |
| Comments on Element 6: | | | | | | |

Total Points: 45 (Pass = 34 or above) 5 % per day will be deducted for late submission
## Professional Portfolio Rubric

### (MAT)

<table>
<thead>
<tr>
<th>Attributes</th>
<th>Not Acceptable</th>
<th>Below Standard</th>
<th>At Standard</th>
<th>Above Standard</th>
<th>Attribute Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Notebook Display</strong></td>
<td>Professional Portfolio meets none of the requirements found in the Graduate Handbook</td>
<td>Professional Portfolio meets few requirements found in the Graduate Handbook</td>
<td>Professional Portfolio meets most requirements found in the Graduate Handbook.</td>
<td>Professional Portfolio meets all requirements found in the Graduate Handbook and is presented in a creative and innovative way and exceeds expectations.</td>
<td></td>
</tr>
<tr>
<td><strong>Description of Artifact (NBPTS)</strong></td>
<td>Few or none of the descriptions are detailed and clearly comprehensible to all audiences.</td>
<td>Most descriptions are detailed and clearly comprehensible to all audiences.</td>
<td>All descriptions are detailed and clearly comprehensible to all audiences.</td>
<td>All descriptions are detailed and clearly comprehensible to all audiences and are connected to key concepts of the course, and are relevant to current research.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis of Entry to National Board for Professional Standards (NBPTS) and/or International Reading Association Standards</strong></td>
<td>Few or none of the artifacts are analyzed and clearly connected to all five NBPTS core propositions.</td>
<td>Most artifacts are analyzed and clearly connected to all five NBPTS core propositions.</td>
<td>Artifacts are analyzed and clearly connected to all five NBPTS core propositions.</td>
<td>Artifacts are analyzed and clearly connected to all five NBPTS core propositions and/or IRA standards, and each is connected to all applicable core propositions or standards.</td>
<td></td>
</tr>
</tbody>
</table>

| | 0 | 1 | 2 | 3 |
### Reflection of Entry and Relationship to Professional Growth and Affect on Student Learning (NBPTS)

<table>
<thead>
<tr>
<th>Reflection of Entry and Relationship to Professional Growth and Affect on Student Learning (NBPTS)</th>
<th>0-3</th>
<th>4-6</th>
<th>7-10</th>
<th>11-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate finds it difficult to interpret the meaning of the entries in regard to personal/professional growth and student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate can minimally relate how the entries may affect his/her teaching in regard to personal/professional growth and student learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate identifies the literal meanings of the entries and is able to derive application of meaning from the entry (how it may affect his/her teaching, and student learning).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidate forms clear hypotheses about the meanings of the entries and is able to support this with evidence from the artifact (how it affects his/her teaching and student learning).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grammar & Mechanics

<table>
<thead>
<tr>
<th>Grammar &amp; Mechanics</th>
<th>Major Errors</th>
<th>Minor Errors</th>
<th>There are no substantive errors.</th>
<th>The writing is exemplary with no errors.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-3</td>
<td>4-6</td>
<td>7-10</td>
<td>11-12</td>
<td></td>
</tr>
<tr>
<td>0-1</td>
<td>2-3</td>
<td>4-5</td>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

### Total Points Earned

<table>
<thead>
<tr>
<th>Total Points Earned</th>
<th>/45</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass = 27 or above</td>
<td></td>
</tr>
</tbody>
</table>

5% per day will be deducted for late submission.

Instructor’s Comment:

________________________________________

________________________________________

________________________________________

________________________________________

________________________________________
# Mississippi University for Women

## Reading Literacy Portfolio Rubric

### Critical Elements

<table>
<thead>
<tr>
<th>IRA 2010 Standards</th>
<th>Minimal 1-2</th>
<th>Acceptable 3-4</th>
<th>Target 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRA Standard 1.1</td>
<td>Answer does not demonstrate understanding of major theories as stated in IRA standard 1.1</td>
<td>Answer adequately demonstrates understanding of major theories as stated in IRA standard 1.1</td>
<td>Answer clearly demonstrates understanding of major theories as stated in IRA standard 1.1</td>
</tr>
</tbody>
</table>

**Candidates understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading-writing connections.**

**Evidences:**

- Interpret major theories of reading.
- Analyze classroom environment quality.
- Demonstrate a critical stance toward scholarship.
- Read and understand literature and research
- Demonstrate an understanding of major theories of reading and writing processes, components, and development.

**Comments:**

### IRA Standard 1.2

**Candidates understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.**

**Evidences:**

- Interpret and summarize shared knowledge that addresses needs of readers.
- Inform educators and others about historically shared knowledge base.

**Comments:**
<table>
<thead>
<tr>
<th>IRA Standard 1.3</th>
<th>Answer does not clearly demonstrate candidate understanding of the role of professional judgment as stated in IRA standard 1.3</th>
<th>Answer adequately demonstrates candidate understanding of the role of professional judgment as stated in IRA standard 1.3</th>
<th>Answer clearly demonstrates candidate understanding of the role of professional judgment as stated in IRA standard 1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates understand the role of professional judgment and practical knowledge for improving all students’ reading development and achievement.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidences:

- Model fair-mindedness, empathy, and ethical behavior
- Communicate the importance of the above in instruction and professional behavior.

### Comments:

---

<table>
<thead>
<tr>
<th>IRA Standard 2.1</th>
<th>Answer does not demonstrate candidates use of foundation knowledge as indicated in IRA standard 2.1</th>
<th>Answer adequately demonstrates candidates use of foundation knowledge as indicated in IRA standard 2.1</th>
<th>Answer clearly demonstrates candidates use of foundation knowledge as indicated in IRA standard 2.1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidences:

- Demonstrate understanding of research & literature that undergirds the reading/writing curriculum instruction.
- Develop and implement curriculum to student’s needs.
- Support personnel in design, implementation, & evaluation of curriculum.
- Work with personnel in developing curriculum with alignment across pre-K to 12th

### Comments:

---

<table>
<thead>
<tr>
<th>IRA: Standard 2.2</th>
<th>Answer does not demonstrate use of appropriate and varied instructional approaches as indicated in IRA standard 2.2</th>
<th>Answer adequately demonstrates use of appropriate and varied instructional approaches as indicated in IRA standard 2.2</th>
<th>Answer fully demonstrates use of appropriate and varied instructional approaches as indicated in IRA standard 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading-writing connections.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Evidences:

- Use instructional approaches supported by literature and research.
- Provide appropriate instruction for all readers and writers.
- Support personnel to implement instructional approaches for all students.
- Adapt to meet the needs of students who struggle to learn to read and write.

### Comments:

---
<table>
<thead>
<tr>
<th>IRA Standard 2.3</th>
<th>IRA Standard 3.1</th>
<th>IRA Standard 3.2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidates use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.</strong></td>
<td><strong>Candidates understand types of assessments and their purposes, strengths, and limitations.</strong></td>
<td><strong>Candidates select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.</strong></td>
</tr>
<tr>
<td>Answer does not demonstrate use of a wide range of texts as indicated in IRA Standard 2.3</td>
<td>Answer does not demonstrate understanding of types of assessments as stated in IRA standard 3.1</td>
<td>Answer does not demonstrate candidates ability to select, develop and administer and interpret assessments as stated in IRA standard 3.2</td>
</tr>
<tr>
<td>Answer adequately demonstrates use of a wide range of texts as indicated in IRA Standard 2.3</td>
<td>Answer adequately demonstrates understanding of types of assessments as stated in IRA standard 3.1</td>
<td>Answer adequately demonstrates candidates ability to select, develop and administer and interpret assessments as stated in IRA standard 3.2</td>
</tr>
<tr>
<td>Answer fully demonstrates use of a wide range of texts as indicated in IRA Standard 2.3</td>
<td>Answer fully demonstrates understanding of types of assessments as stated in IRA standard 3.1</td>
<td>Answer clearly demonstrates candidates ability to select, develop, administer and interpret assessments as stated in IRA standard 3.2</td>
</tr>
</tbody>
</table>

**Evidences:**

- Demonstrate knowledge of a wide variety of resources.
- Support personnel in the building of accessible classroom library for learners.
- Lead school efforts to evaluate, select, and use a variety of instructional materials.

**Comments:**

- **IRA Standard 3.1**
  - Demonstrate understanding of different assessments – their uses and misuses.
  - Understand purpose for assessing performance of all readers.
  - Recognize technical adequacy of assessments – reliability, content & validity.
  - Explain district & state assessment frameworks, proficiency standards, and student benchmarks.

- **IRA Standard 3.2**
  - Administer & interpret appropriate assessments for students.
  - Collaborate and support teachers in the analysis of data.
  - Lead school wide analysis to select assessment tools.
<table>
<thead>
<tr>
<th>IRA Standard 3.3</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Candidates use assessment information to plan and evaluate instruction.</em></td>
<td>Answer does not demonstrate use of assessment information to plan and evaluate instruction.</td>
<td>Answer adequately demonstrates use of assessment information to plan and evaluate instruction.</td>
<td>Answer clearly demonstrates use of assessment information to plan and evaluate instruction.</td>
</tr>
</tbody>
</table>

**Evidences:**

- Use multiple data sources for analysis and planning.
- Use assessment data to examine the effectiveness of practices and responses.
- Lead teachers in using assessment data to make decisions.
- Plan and evaluate professional development using data

**Comments:**

<table>
<thead>
<tr>
<th>IRA Standard 3.4</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Candidates communicate assessment results and implications to a variety of audiences.</em></td>
<td>Answer does not demonstrate the ability to communicate assessment information to various audiences.</td>
<td>Answer adequately demonstrates the ability to communicate assessment information to various audiences.</td>
<td>Answer fully demonstrates the ability to communicate assessment information to various audiences.</td>
</tr>
</tbody>
</table>

**Evidences:**

- Analyze and report assessment results to appropriate audiences.
- Communicate results of assessment to various audiences.

**Comments:**

<table>
<thead>
<tr>
<th>IRA Standard 4.1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Candidates recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.</em></td>
<td>Answer does not demonstrate candidates recognize, understand, and value diversity as stated in IRA standard 4.1.</td>
<td>Answer adequately demonstrates the ability to communicate assessment information to various audiences.</td>
<td>Answer fully demonstrates the ability to communicate assessment information to various audiences.</td>
</tr>
</tbody>
</table>

**Evidences:**

- Demonstrate understanding of diversity and how it influences reading and writing development.
- Assist in developing instruction responsive to diversity.
- Understand the relationship between first and second language acquisition and literacy development.
- Engage community in conversations about research on diversity and its impact.

**Comments:**
### IRA Standard 4.2

**Candidates use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity.**

<table>
<thead>
<tr>
<th>IRA Standard 4.2</th>
<th>Answer does not demonstrate use of a literacy curriculum and engagement in instructional practices as indicated in IRA standard 4.2</th>
<th>Answer adequately demonstrates use of a literacy curriculum and engagement in instructional practices as indicated in IRA standard 4.2</th>
<th>Answer clearly demonstrates use of a literacy curriculum and engagement in instructional practices as indicated in IRA standard 4.2</th>
</tr>
</thead>
</table>

**Evidences:**

- Provide differentiated instruction and materials to meet diversity needs.
- Support teachers in providing differentiated instruction and developing students.
- Lead other educators in recognizing cultures and diverse backgrounds.
- Collaborate to build strong home-to-school and school-to-home connections.
- Provide support and leadership to others in valuing contributions of diverse learners.

**Comments:**

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### IRA Standard 4.3

**Candidates develop and implement strategies to advocate for equity.**

<table>
<thead>
<tr>
<th>IRA Standard 4.3</th>
<th>Answer does not demonstrate development and implementation of strategies that advocate for equity as indicated in IRA standard 4.3</th>
<th>Answer adequately demonstrates development and implementation of strategies that advocate for equity as indicated in IRA standard 4.3</th>
<th>Answer clearly demonstrates development and implementation of strategies that advocate for equity as indicated in IRA standard 4.3</th>
</tr>
</thead>
</table>

**Evidences:**

- Provide linguistic, academic, and cultural experiences linking communities with schools.
- Advocate for change in biased or prejudiced societal practices and institutional structures.
- Demonstrate how issues of inequity and opportunities for social justice activism can be incorporated into the curriculum.
- Implement policies and instructional practices that promote equity.

**Comments:**

---
<table>
<thead>
<tr>
<th>IRA Standard 5.1</th>
<th>IRA Standard 5.2</th>
<th>IRA Standard 5.3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidates design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction.</strong></td>
<td><strong>Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.</strong></td>
<td><strong>Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).</strong></td>
</tr>
<tr>
<td>Answer does not demonstrate ability to design the physical environment as stated in IRA standard 5.1.</td>
<td>Answer does not demonstrate candidates ability to design a social environment that is low risk as stated in IRA standard 5.2</td>
<td>Answer does not demonstrate use of routines to support reading and writing</td>
</tr>
<tr>
<td>Answer adequately demonstrates ability to design the physical environment as stated in IRA standard 5.1.</td>
<td>Answer adequately demonstrates candidates ability to design a social environment that is low risk as stated in IRA standard 5.2</td>
<td>Answer adequately demonstrates use of routines to support reading and writing</td>
</tr>
<tr>
<td>Answer clearly demonstrates ability to design the physical environment as stated in IRA standard 5.1.</td>
<td>Answer clearly demonstrates candidates ability to design a social environment that is low risk as stated in IRA standard 5.2</td>
<td>Answer clearly demonstrates use of routines to support reading and writing</td>
</tr>
</tbody>
</table>

**Evidences:**
- Provide easy access to books and other materials for a variety of activities.
- Modify the arrangements to accommodate changing needs.

**Comments:**

**IRA Standard 5.2**

Candidates design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

**Evidences:**
- Create supportive social environments for students
- Model for other professionals in doing the same for all students
- Create supportive social environments for students.

**Comments:**

**IRA Standard 5.3**

Candidates use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another, discussions, and peer feedback).

**Evidences:**
- Understand the role of routine in creating positive learning environments.
- Create effective routines for all students.
- Support teachers in doing the same.

**Comments:**
<table>
<thead>
<tr>
<th>IRA Standard 5.4</th>
<th>Answer does not demonstrate use of a variety of classroom configurations to differentiate instruction.</th>
<th>Answer adequately demonstrates use of a variety of classroom configurations to differentiate instruction.</th>
<th>Answer clearly demonstrates use of a variety of classroom configurations to differentiate instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction.</td>
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</tbody>
</table>

**Evidences:**

- Use evidence-based grouping practices.
- Support teachers in doing the same.

**Comments:**

<table>
<thead>
<tr>
<th>IRA Standard 6.1</th>
<th>Answer does not demonstrate foundational knowledge of adult learning theories</th>
<th>Answer adequately demonstrates foundational knowledge of adult learning theories</th>
<th>Answer clearly demonstrates foundational knowledge of adult learning theories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.</td>
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</table>

**Evidences:**

- Use literature and research findings in working with other professionals.
- Build effective professional development programs.

**Comments:**

<table>
<thead>
<tr>
<th>IRA Standard 6.2</th>
<th>Answer does not demonstrate ability to display positive dispositions related to their own reading and writing as stated in IRA standard 6.2</th>
<th>Answer adequately demonstrates ability to display positive dispositions related to their own reading and writing as stated in IRA standard 6.2</th>
<th>Answer clearly demonstrates ability to display positive dispositions related to their own reading and writing as stated in IRA standard 6.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</td>
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</table>

**Evidences:**

- Articulate the research base.
- Promote the value of reading and writing in and out of school.
- Participate in professional literacy organizations and such.
- Demonstrate effective personal skills.
- Demonstrate effective use of technology.

**Comments:**


<table>
<thead>
<tr>
<th>IRA Standard 6.3</th>
<th>Answer does not demonstrate ability to participate in, design, facilitate, lead and evaluate effective and differentiated professional development programs.</th>
<th>Answer adequately demonstrates ability to participate in, design, facilitate, lead and evaluate effective professional development.</th>
<th>Answer clearly demonstrates ability to participate in, design, facilitate, lead and evaluate effective professional development.</th>
</tr>
</thead>
</table>

**Candidates participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.**

Evidences:

- Collaborate in professional development activities for individuals and groups of teachers
- Hold effective conversations with co-workers.
- Support teachers in technology efforts.

Comments: 

<table>
<thead>
<tr>
<th>IRA Standard 6.4</th>
<th>Answer does not demonstrate understands and influences local, state or national policy decisions.</th>
<th>Answer adequately demonstrates understands and influences local, state or national policy decisions.</th>
<th>Answer clearly demonstrates understands and influences local, state or national policy decisions.</th>
</tr>
</thead>
</table>

**Candidates understand and influence local, state, or national policy decisions.**

Evidences:

- Demonstrate an understanding of policies that affect reading and writing instruction
- Assist in proposals that enable schools to obtain additional funding to support literacy efforts.
- Promote communication among stakeholders, policymakers, and community members.
- Advocate with groups for needed changes that affect literacy instruction.

Comments: 

Research & Supporting Information

- Referenced research and supporting information is not appropriate, does not answer question, or is not present.
- References to research and supporting information appropriately support the response to the question. A minimum of 5 citations are used appropriately.
- References to research and supporting information appropriately support the response to the question. A minimum of 6 citations are used appropriately. In addition, the writer effectively integrates supportive citations or references into his/her in-depth discussion. It is clear that the writer has clear understanding of the cited theorists perspectives and has integrated these into his/her own perspective.
| Theory & Practice | Response has no practical value to instruction, leadership, &/or professional development & organization. The relationship between theory and practice is unclear | Some responses have practical value to instruction, leadership, &/or professional development & organization. The writer makes an appropriate link between theory and practice. | The link between theory and practice is clearly evident. The response has practical value to instruction, leadership, &/or professional development & organization. |

Evidences:

| Organization/Mechanics | Many organizational or mechanics issues are present. The writer fails to demonstrate logical sequencing of ideas or provide transitions that enhance organization. Many errors in spelling and grammar are noted. | Few, if any, organizational or mechanics issues are present. The writer demonstrates logical sequencing of ideas or provide transitions that enhance organization. Few errors in spelling and grammar are noted | The writer demonstrates logical, subtle sequencing of ideas through well-developed paragraphs & transitions that enhance organization. The writer conveys the ideas with authority. The response also is free of spelling and grammar errors and has a strong introduction and conclusion |

Evidences:

Passing = 72 or above Grade _____ /120
MUW GUIDELINE GRADUATE PROGRAMS

COMPREHENSIVE EXAMS

1. Comprehensive exams should be taken either during the last semester of coursework or directly following the last semester of coursework.

2. Notify, in writing, graduate studies in education at gse@muw.edu and your academic advisor at the beginning of the semester that you plan to take the exam. Include in the correspondence your name, contact information, degree program and the semester you plan to sit for the exam.

3. You will receive a confirmation email with the date and location of the exam along with important notes about the exam.

4. All materials needed to take the exam will be provided on the day of the exam including paper and pencil for prewriting. All personal belongings will be stored prior to the beginning of the exam.
WRITTEN STANDARDS FOR FAILURE TO PASS

WRITTEN COMPREHENSIVE EXAMINATION

1. PURPOSE
   1.1 The purpose of this statement is to establish written standards for the consequences of failure to pass written comprehensive examinations. This standard is to ensure Mississippi University for Women’s commitment to excellence.
   1.2 Established written standards are necessary to provide legal protection for the student, the faculty, and the University.

2. REVIEW
   2.1 The Graduate Council and the Director of Graduate Studies shall review these standards as needed. Any changes will be submitted to the appropriate Administrator of the University.

3. CRITERIA
   3.1 Each graduate program will have an evaluative process in place which identifies content area, number of questions, and what constitutes failure for comprehensive examinations.
   3.2 Students who fail the written comprehensive exam on the first write will have:
      1. Opportunity to repeat the written comprehensive on content/questions identified by faculty.
      2. Time and date of the repeat examination as determined by the program director.
   3.3 In the event the student fails the second comprehensive examination the consequences are:
      1. Failure to graduate on the original date.
      2. Register for and successfully complete a Special Topics Course (2 hrs) to be designed as a review course for comprehensive examination. This course must be taken during the semester following the semester in which failure occurred.
      3. Enrollment in at least a one-hour course within the University each semester until the completion of degree.
      4. Pass a comprehensive exam within one year after the first failure.
   3.4 Failure to pass the third comprehensive exam will result in exclusion from the graduate program.
Rubrics for Comprehensive Exams
Master's Degree in Educational Leadership

Rubric for Graduate Comprehensive Examination in Educational Leadership

<table>
<thead>
<tr>
<th>Date</th>
<th>Student’s Name/ID Number</th>
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<tbody>
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</table>

<table>
<thead>
<tr>
<th>Research &amp; Supporting information</th>
<th>Minimal (1)</th>
<th>Adequate (3)</th>
<th>Exemplary (5)</th>
<th>Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referenced research and supporting information is not appropriate, does not answer question, or is not present.</td>
<td>References to research and supporting information appropriately support the response to the question. A minimum of 5 citations are used appropriately.</td>
<td>References to research and supporting information appropriately support the response to the question. A minimum of 6 citations are used appropriately. In addition, the writer effectively integrates supportive citations or references into his/her in-depth discussion. It is clear that the writer has clear understanding of the cited theorists perspectives and has integrated these into his/her</td>
<td>Score and Comments</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Responses rely only on experience or on topics not related to the program.</td>
<td>Responses refer to some content covered through classes &amp; external readings, projects, internship experiences, in synthesis with experiences. The answer follows a logical sequence and is supported in the discussion.</td>
<td>Responses refer to content covered across classes, through external readings, projects, internship experiences, in synthesis with leadership experiences. The writer builds a strong, logical, and comprehensive rationale.</td>
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<tr>
<td><strong>ISLLC Standards</strong></td>
<td>Responses show only minimal evidence of alignment or understanding of ISLLC Standards.</td>
<td>Responses show a logical alignment with &amp; understanding of ISLLC Standards.</td>
<td>Responses show strong alignment with &amp; understanding of ISLLC Standards. ISLLC Standards are referenced appropriately.</td>
<td></td>
</tr>
<tr>
<td><strong>Theory &amp; Practice</strong></td>
<td>Response has no practical value to instruction, leadership, &amp;/or professional development &amp; organization. The relationship between</td>
<td>Some responses have practical value to instruction, leadership, &amp;/or professional development &amp; organization. The writer makes an appropriate</td>
<td>The link between theory and practice is clearly evident. The response has practical value to instruction, leadership, &amp;/or professional development &amp; organization.</td>
<td></td>
</tr>
<tr>
<td>Theory and Practice</td>
<td>Link between Theory and Practice</td>
<td></td>
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<td>---------------------</td>
<td>---------------------------------</td>
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<tr>
<td>Many organizational or mechanics issues are present. The writer fails to demonstrate logical sequencing of ideas or provide transitions that enhance organization. Many errors in spelling and grammar are noted.</td>
<td>Few, if any, organizational or mechanics issues are present. The writer demonstrates logical sequencing of ideas or provide transitions that enhance organization. Few errors in spelling and grammar are noted.</td>
<td>The writer demonstrates logical, subtle sequencing of ideas through well-developed paragraphs &amp; transitions that enhance organization. The writer conveys the ideas with authority. The response also is free of spelling and grammar errors and has a strong introduction and conclusion.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Completion</th>
<th>Did not answer all parts of question.</th>
<th>Answered all parts of question.</th>
<th>Answered all parts of question with appropriate detail.</th>
</tr>
</thead>
</table>

**Overall Score**

PASS 18 or above

FAIL 17 or below

Scoring: PASS 18 or above
### NAGC – CEC Standard

#### Standard 1: Foundations

Educators of the gifted understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues. These perspectives continue to influence the field of gifted education and the education and treatment of individuals with gifts and talents both in school and society. They recognize how foundational influences affect professional practice, including assessment, instructional planning, delivery, and program evaluation. They further understand how issues of human diversity impact families, cultures, and schools, and how these complex human issues can interact in the delivery of gifted and talented education services.

#### Element 1:

- **K1:** Historical foundations of gifted and talented education including points of view and contributions of individuals from diverse backgrounds.
- **K2:** Key philosophies, theories, models, and research that supports gifted and talented education.
- **K3:** Local, state/provincial and federal laws and policies related to gifted and talented education.
- **K4:** Issues in conceptions, definitions, and identification of individuals with gifts and talents, including those of individuals from diverse backgrounds.
- **K5:** Impact of the dominant culture’s role in shaping schools and the differences in values, languages, and customs between school and home.
- **K6:** Societal, cultural, and economic factors, including anti-intellectualism and equity vs. excellence, enhancing or inhibiting the development of gifts and talents.
- **K7:** Key issues and trends, including diversity and inclusion that connect general, special, and gifted and talented education.

### Point Value: 5

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Below Average Competency</th>
<th>Average Competency</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>X0.0</td>
<td>X.6</td>
<td>X.8</td>
<td>X1.0</td>
</tr>
</tbody>
</table>

**Comments on Element (indicator) 1:**

Information is tied to more than 3 standards and the information is meaningful and relevant to current practice, or is connected to fewer standards, but information has thick rich description.

### Score for Element 1: 5 x ( )
<table>
<thead>
<tr>
<th>NAGC – CEC Standard</th>
<th>Element (indicator)</th>
<th>Unacceptable</th>
<th>Below Average Competency</th>
<th>Average Competency</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X0.0</td>
<td>X.6</td>
<td>X.8</td>
<td>X1.0</td>
</tr>
<tr>
<td><strong>Element 2 aligns with NAGC – CEC</strong>&lt;br&gt;<strong>Standard 2: Development &amp; Characteristics of Learners</strong></td>
<td>Element 2.</td>
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<td></td>
<td><strong>K1: Cognitive and affective characteristics of individuals with gifts and talents, including those from diverse backgrounds, in intellectual, academic, creative, leadership, and artistic domains.</strong></td>
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<td><strong>K2: Characteristics and effects of culture and environment on the development of individuals with gifts and talents.</strong></td>
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<td><strong>K3: Role of families and communities in supporting the development of individuals with gifts and talents.</strong></td>
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<td><strong>K4: Advanced developmental milestones of individuals with gifts and talents from early childhood through adolescence.</strong></td>
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<td><strong>K5: Similarities and differences within the group of individuals with gifts and talents as compared to the general population.</strong></td>
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<td></td>
<td><strong>Response has no connection to characteristics.</strong></td>
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<td></td>
<td><strong>Response is limited to peripheral information, or is not directly used to answer the question.</strong></td>
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<td></td>
<td><strong>Response has a strong connection to at least one appropriate knowledge level standard and includes information from at least one additional standard.</strong></td>
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<tr>
<td></td>
<td><strong>Comments on Element (indicator) 2</strong></td>
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**Score for Element 2: 5 x ( )**