

Comprehensive Examination for M.Ed. Programs

There are three components to the master's degree comprehensive examination:

a) a Showcase Poster Session, b) a Written Portfolio, and c) a 15-minute Oral Presentation/Defense to the candidate's graduate committee demonstrating how the candidate met the seven learning outcomes in the program, followed by a 15-minute question/answer session with the committee.

Showcase Poster Session: Candidates will prepare a poster (on paper or via computer projection) sharing an overview of the applied research project completed during the master's degree program. This sharing session will be held the last Thursday or Friday of the semester before final exam week during the evening and is open to the public. Posters should include the required five chapters of the project with attention to the literature review, the methodology, and the implications for future research based upon the results. Digital posters should be submitted to your advisor no later than 2 weeks before the Showcase Poster Session.

Written Portfolio: Candidates will prepare a Google Slide presentation that documents the seven learner outcomes in the master's degree program. ***Please see "Instructions" section below.***

The template for this written portfolio is included in the Moodle course shell. Each of the seven outcomes should be documented on one slide with a brief summary of the artifact and/or with a link to additional information. It is recommended that students start by completing the Objectives Analysis sheet below that can help organize the learner outcomes and what artifacts will be using to address each learner outcome. Sample artifacts may include, among others, the Applied Research and Reflective Practice

portfolio, papers from classes, videos of teaching, and any other artifacts from their course of study and field experiences while in their graduate degree program. The overall portfolio will have 8 slides (one slide with the presentation title and one for each of the outcomes). Digital written portfolios are due to your advisor no later than 2 weeks before the Showcase Poster Session.

Oral Presentation/Defense: Candidates will leave the Showcase Poster Session to meet with their committee in half-hour segments, first to orally share their Written Portfolio and then to respond to questions of the committee. The first half of these sessions is open to the public; the final minutes are for the committee deliberation on the results of the overall three components of the comprehensive examination.

Instructions: For the Google presentation, students will begin by creating a blank template:

- 1) Open the link below to the google presentation template (This cannot be edited)
- 2) Make a copy of the template and save this giving it a new name (It now can be edited by the student)
- 3) Under file select "publish the web"
- 4) Send the link for the new google presentation to me.

<https://docs.google.com/presentation/d/14TaDNHgDOZ7akX94fEsm0eMunM5cM5MmCIZ7eXZThNw/edit?usp=sharing>

You will also be displaying a poster of your action research project ,which is shared separately prior to your presentation.

M.Ed. Learner Outcomes Check Sheet

Objective	Artifact(s) that measures the objective
1. Student will collaborate with other professionals to identify and design strategies and interventions that support learning for all students.	
2. Student will develop expertise in professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences.	
3. Student will critique research and theories related to pedagogy and learning.	
4. Student will demonstrate knowledge through inquiry, critical analysis, and synthesis of subject matter;	
5. Student will contextualize teaching and draw effectively on representations from the students' own experiences and culture, paying particular attention to those of Native American descent;	
6. Student will present content in challenging, clear and compelling ways, using real-world contexts and integrating technology appropriately;	
7. Student will demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.	

M.Ed. Teaching and Learning Comprehensive Exam Rubric

Student: _____ Date: _____ Evaluator: _____

Committee Chair: _____ (Please give copy to Committee Chair*)

- Following an oral presentation and review of the student portfolio, evaluators evaluate and score each objective as 0, 1, or 2.
- A candidate must earn a minimum of 7 points on each evaluator's rubric to pass the exam without further review.
- If the candidate scores below 7 points from two or more evaluators he or she fails the exam.
- If the candidate receives a 0 score from only one evaluator on any objective, that evaluator may ask the committee to require revisions be made regarding the evaluator's artifacts chosen and how they align with the objective.
- If the candidate receives a 0 score from more than one evaluator, the committee may required the candidate to make revisions and repeat the presentation process.
- In order to pass the revised presentation the candidate must earn a minimum of 1 point per question from all evaluators.
- A candidate has only one chance to pass the revised presentation. If the candidate fails the second presentation, the candidate's graduate degree cannot be conferred.

Objective	0-Unacceptable	1-Acceptable	2-Target	Score
1. Student will collaborate with other professionals to identify and design strategies and interventions that support learning for all students.	Identifies a limited number of strategies and interventions.	Describes in-depth strategies and/or multiple examples.	Analyzes and critiques the influences of design strategies and provides specific supporting examples.	
2. Student will develop expertise in professional and pedagogical knowledge and contribute to the dialogue based on their research and experiences.	Identifies a limited range of pedagogical knowledge and participation in dialogues based on research and experiences.	Describes the processes, assumptions, and appropriate uses of pedagogical knowledge. Applies this knowledge in active dialogues based on research and experiences.	Analyzes thoroughly the processes, assumptions and uses of pedagogical knowledge Applies and transfers knowledge through engaging, active dialogue. Uses technology appropriately. Transfers knowledge and skills to novel situations.	

Objective	0-Unacceptable	1-Acceptable	2-Target	Score
<p>3. Student will critique research and theories related to pedagogy and learning.</p>	<p>Defines and applies few theories of learning.</p>	<p>Differentiates among theories and explains their relation to educational practice.</p>	<p>Applies appropriate theories that positively impact diverse students' learning.</p>	<p>Thoroughly analyzes major theories from a variety of perspectives and provides specific examples. Transfers in-depth knowledge to novel contexts. Postively impacts learning through student-responsive and developmentally appropriate instruction.</p>
<p>4. Student will demonstrate knowledge through inquiry, critical analysis, and synthesis of subject matter.</p>	<p>Demonstrates a limited range of knowledge and use of methods of inquiry.</p>	<p>Describes multiple methods of inquiry required for literacy.</p> <p>Applies inquiry skills and uses technology for information collection, analysis and communication.</p>	<p>Analyzes a broad range of inquiry methods and describes how each contributes to literacy.</p> <p>Engages in active learning using multiple, appropriate methods of inquiry.</p> <p>Uses technology for information collection, analysis and communication.</p> <p>Transfers knowledge and skills to novel situations.</p>	

Objective	0 - Unacceptable	1-Acceptable	2-Target	Score
<p>5. Student will contextualize teaching and draw effectively on representations from the students' own experiences and culture, paying particular attention to those of Native American descent.</p>	<p>Differentiates for a few students.</p>	<p>Differentiates and adapts appropriately for all students using preassessment. Creates a positive climate for learning for all students.</p>	<p>Differentiates learning and designs culturally responsive and developmentally appropriate instruction for all students. Uses pre-assessment to plan and improve instruction. Creates a positive climate for learning for all students.</p>	
<p>6. Student will present content to students in challenging, clear and compelling ways, using real world contexts and integrating technology appropriately.</p>	<p>Identifies a limited number of instructional materials, resources, technologies, or settings for use in teaching. Review of materials employs few, if any, criteria such as content standards and state and national standards.</p>	<p>Describes in-depth the characteristics of effective instructional materials, resources, technologies, and settings. Critically reviews materials, employing criteria such as state and local content standards.</p>	<p>Thoroughly analyzes and critiques a wide range of instruction materials, resources, technologies, and settings, employing criteria such as national, state and local content standards. Uses that analysis to develop comprehensive lessons and curricula.</p>	

Objective	0 - Unacceptable	1-Acceptable	2-Target	Score
<p>7. Student will demonstrate classroom behaviors that create caring and supportive learning environments and encourage self-directed learning by all students.</p>	<p>Demonstrates a limited number of behaviors and instructional plans that encourage self-directed learning by all students.</p>	<p>Demonstrates behaviors and develops instructional plans that encourage self-directed learning by all students.</p>	<p>Demonstrate behaviors and develops, sequences, and analyzes lesson and unit plans that thoroughly encourage self-directed learning by all students.</p>	