

**KNOWLEDGE**

<i>Specialized Knowledge Exemplars</i>	
<p>* Elucidates the major theories, research methods and approaches to inquiry and/or schools of practice in his or her field; articulates their sources; and illustrates both their applications and their relationships to allied fields.</p>	<p><b>GED 672 Philosophies of Education Signature Assessment</b> - Candidates apply the different educational philosophies to their own ideas about teaching, professional standards and current issues in education. How do your beliefs and the philosophies intersect with effective instructional practice? Analyze how your beliefs about the way people come to know and understand information has changed based on studying the philosophies.</p> <p><b>GED662 Signature Assessment #1</b> - Candidates determine the advantages of theoretical integration and delineate their understanding of two theories (including their key constructs that act as a catalyst to change) and how they would apply an integrative perspective to help a client produce a desired, positive, cognitive, affective, and/or behavioral change.</p>
<p>* Assesses the contributions of major figures (and/or organizations, if applicable) in his or her field, describes the major methodologies and/or practices in his or her field; and implements at least two of them through projects, papers, exhibits or performances.</p>	<p><b>GED 616 Curricular Project</b> - Student create a unit of instruction the demonstrates their knowledge of 15 Models of Instruction that depict the major methodologies and practices in their field. The unit is demonstrated as an exhibit the student must describe and explain to other students.</p>
<p>* Articulates a full range of challenges involved in practicing the field; elucidates the leading edges of the field; and delineates the current limits of theory, knowledge and/or practice in the field by independently initiating, assembling, arranging and reformulating ideas, concepts, designs and/or techniques in carrying out a project directed at a challenge in his or her field that lies outside conventional boundaries.</p>	<p><b>GED 668 Signature Assignment #2</b> - Evaluate equity issues related to the achievement gap and the characteristics and instructional needs of long-term English learners; identify SDAIE course offerings at the secondary level.</p>
<i>Broad, Integrative Knowledge Exemplars</i>	
<p>* Articulates how his or her own field has developed in relation to other major domains of inquiry and/or practice.</p>	<p><b>GED 689 Signature Assignment - Culminating Action Research Project:</b> Demonstration of a wide familiarity with the literature in the field of the program, command of the techniques and principles of research and the ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>
<p>* Designs and executes an applied, investigative or creative work that draws on the perspectives and/or methods of other fields, and assesses the resulting gains and/or difficulties of including fields other than his or her own.</p>	
<p>* Articulates and defends the significance and implications of his or her own specialized work in terms of challenges, trends and/or developments in a social or global context.</p>	<p><b>GED 641 Culturally Responsive Essay</b> - Write a 2-4 page essay describing HOW you have created a culturally responsive/inclusive environment in your classroom or counseling center. Include a description of five aspects of educational equity discussed in the readings. Also address how you have: set high expectations for all students; created a climate of respect for all cultures and language groups; how you value the home culture of your students; how you have established a proactive approach to cultural conflicts and have openly discussed topics such as bullying, racism, prejudice, discrimination, stereotypes, etc.</p>

**INTELLECTUAL SKILLS**

	<i>Analytic Inquiry Exemplars</i>
* Disaggregates, adapts, reformulates and employs principal ideas, techniques or methods at the forefront of his or her field of study in the context of an essay or project.	<b>GED677 Qualitative Analysis of School Support Structures</b> - Students conduct a Qualitative Analysis of support structures at a given school site (e.g., Student Study Team, IEP Team, 504 Planning Team, Response to Intervention Team, Behavior Support Plan Team, Transition Planning Team). The Analysis includes a comparison of at least three of the aforementioned school support structures. The Analysis requires descriptions of how each process operates at the school site and compare and contrast the three support structures as intervention processes for special populations. <b>GED 689 Culminating Action Research Project:</b> Demonstration of a wide familiarity with the literature in the field of the program, the command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.
	<i>Use of Information Resources Exemplars</i>
* Provides adequate evidence (through papers, projects, notebooks, computer files or catalogues) of contributing to, expanding, assessing and/or refining either a broadly recognized information resource or an information base within his or her field of study.	<b>GED 677 Effective Teaching Strategies &amp; Accommodations</b> - Students provide a compilation of teaching strategies, techniques and accommodations which have been shown by the research to be especially effective in supporting students with disabilities in the classroom. The compilation of effective teaching strategies and accommodations will be gathered and organized into a Professional Resource Database.
	<i>Engaging Diverse Perspectives Exemplars</i>
* Addresses a core issue in his/her field of study from the perspective of either a different point in time, or a different culture, language, political order, or technological context, and explains how the alternative perspective contributes to results that depart from current norms, dominant cultural assumptions, or technologies — all demonstrated through a project, paper, or performance.	<b>GED677 Facilitating Family Involvement – Parent Interview</b> - Students conduct an informal interview with a parent/caregiver of a child with a disability. Embedded within the interview should be a look into the particular circumstances that have led towards the successes and/or frustrations in working with school professionals, as well as obtaining appropriate specialized services for the child. <b>GED 641 Research Project on a Cultural Group</b> - Working with a partner, report on one cultural group present in your school district. In the multimedia presentation, include research on each one of these areas: a) values, b) religious observances/holidays, c) learning styles, d) educational goals and purposes, e) parental role in education, f) child rearing traditions, g) most appropriate ways to praise and discipline the children in school, h) communication styles (verbal and non-verbal, if applicable), and i) how this alternative perspective depart from current norms. The multimedia presentation must include a minimum of six (6) in-text citations from at least three (3) different sources.
	<i>Quantitative Fluency Exemplars</i>
* Students who are not seeking a degree in a quantitatively based field employ and apply mathematical, formal logic and/or statistical tools to problems appropriate to their field in a project, paper or performance.	<b>GED641 Demographics Assignment</b> - Study the statistics and graphs of student ethnicity percentages over the past three years in your district and local county. Write a brief analysis comparing and contrasting the trends at all levels. Include line graphs at the end of your paper, one for your district and one for the county. Your instructor will show you how to access this data on the CDE website--dataquest. Prepare an oral presentation to be shared in a small group setting. <b>GED 606 Budget Assignment</b> - Use the student achievement data and the budget template provided by the instructor to create a \$250,000 Title I budget directly aimed at enhancing student achievement. Using research about systems management and organizational development, provide a written justification for the alignment of dollars to your instructional priorities as well as the process you would use to collaboratively problem solve with relevant stakeholders (i.e. staff, School Site Council) to enhance buy-in and enable the successful implementation of your plan. Ensure compliance with the funding regulations and guidelines.
* Students seeking a degree in a quantitatively based or quantitatively relevant field articulate and/or undertake multiple appropriate applications of quantitative methods, concepts and theories within their field of study.	<b>GED 689 Culminating Action Research Project:</b> Demonstration of wide familiarity with the literature in the field of the program, command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.

<p>* Creates a discrete project, paper, exhibit, performance or other appropriate demonstration reflecting the integration of knowledge acquired in practicum, work, community, and/or research activities with knowledge and/or skills gleaned from at least two academic disciplines in different segments of the curriculum (e.g., computer science and anthropology); fully documents the sources of the knowledge and/or skills reflected in the integration; articulates in writing how these elements influenced the resulting product; and assesses the significance of the work in light of major debates or developments in the student's primary field(s).</p>	<p><b>GED 689 Signature Assessment - Culminating Action Research Project:</b> Demonstration of wide familiarity with the literature in the field of the program, command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required. <b>GED611 Principal Simulation Assignment</b> - Candidates paired as co-principals, experience a day's worth of tasks principals experience. Completing 27 activities, including a teacher observation, a parent meeting, analysis of assessment and emergency situations. Candidates complete each task in a designated amount of time. Following the simulation and the debriefing activity, candidates articulate in an in-depth writing assignment an analysis of the tasks, an evaluation of the resolutions and the creation of solutions to the challenging issues. <b>GED662 Signature Assessment #2</b> - Candidates demonstrate their understanding of a legal and/or ethical dilemma or issue(s) and state "why" or "what the potential for harm" could be if the legal and/or ethical dilemma/issue is not considered in advance of interaction with a counseling client. Be sure to cite the law(s) or ethical code(s).</p>
<p>* Creates, designs and implements a project or performance in an out-of-class setting that requires the application of advanced knowledge gained in the program to a practical challenge; articulates in writing or another medium the insights gained from the field experience; assesses, with appropriate citations, selected approaches and/or scholarly debates.</p>	<p><b>GED668 Signature Assessment #3</b> - Candidates implement multiple scaffolding strategies and effective questioning techniques with students in classrooms as well as strategies for monitoring comprehension and promoting active practice of academic vocabulary in the delivery of content lessons. <b>GED609 Fieldwork Project</b> - Attend and participate in a minimum of three parent conferences with an administrator. In your summary, analyze the administrator's role in the conferences, how he/she facilitates the meetings, opens and concludes the meetings, responds to parent's concerns, diffuses hostility or frustration, and guides a productive resolution of problems. <b>GED 689 Culminating Action Research Project:</b> Demonstration of wide familiarity with the literature in the field of the program, command of the techniques and principles of research and ability to form valid generalizations from the data used. A written document and oral presentation is required.</p>

**CIVIC LEARNING**

*Civic Learning Exemplars*

<p>Assesses and develops a position on a public policy question with significance in the student's own field, taking into account both scholarship and published positions and narratives of relevant interest groups.</p>	<p><b>GED668 Signature Assessment</b> - Candidates develop a position on the federal and state policies, historical and legal foundations, requirements and various types of bilingual programs for English learners and parents' rights concerning requesting a bilingual program.</p>
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