

**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>EDU 600 Signature Assessment: Curriculum and Innovation Reflection</b> :Demonstration of an understanding of research-based learning theories and deeper knowledge of its application, in-depth examination of one of the research theories from this course. A written document is required..</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>EDU 600 Signature Assessment: Curriculum and Innovation Reflection</b> Written discussion of candidate knowledge of the research-based theories and principles of human learning and development acquired during the course including description of how theories and principle affect classroom practice as well as personal beliefs about how students learn and develop. A written document is required.</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 672 Signature Assessment: Philosophy of Education On-Demand Writing:</b> Written responses to a series of on-demand writing prompts designed to demonstrate understanding and development of a personal philosophy of education by description of personal philosophy of education; description addresses how ideas about what they believe about education and understanding about students changed as learning increased about personal philosophy; analysis of how beliefs about the way people come to know and understand information has changed based on studying the philosophies; application of different philosophies to ideas about teaching, professional standards or current issues in education; description of how beliefs and the philosophies intersect with effective instructional practice. A written document is required.</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 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><b>EDU 602 Cooperative Group Disability Presentation:</b> Research, discussion, presentation within a cooperative work group process giving an overview of key aspects and characteristics of disability under IDEIA, instructional strategies for differentiation of content appropriate for a student with the disability, and transition planning issues and appropriate community resources. A written document and oral presentation is required.</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>EDU 602 TPA Task 1: Subject Specific Pedagogy Signature Assessment:</b> Demonstration of ability to connect learning about students to developmentally appropriate pedagogy, assessment practices, adaptation of content for English Learners, and adaptation of content for students with special needs. A written document and any supporting artifacts are required.</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>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>EDU 603 Assessment and Lesson Plan :</b> Development and design of a lesson plan using a CA Common Core Content Standard (CA CCSS) from a self-selected grade level that is assessed by one or more SBAC practice test items. A clear instructional learning target is identified and a comprehensive assessment plan is developed to address assessment activities before, during and after learning. After the assessment plan is developed, candidates write a detailed lesson plan for teaching a lesson on the identified instructional learning target, integrating the elements of the SBAC practice test item(s) and the Assessment Plan components into the lesson. A written document is required.
<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>EDU 602 TPA Task 1: Subject Specific Pedagogy Signature Assessment:</b> Demonstration of ability to connect learning about students to developmentally appropriate pedagogy, assessment practices, adaptation of content for English Learners, and adaptation of content for students with special needs. A written document and any supporting artifacts are required.
<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>GED 689 Signature Assessment - 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.
* 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 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.

## APPLIED LEARNING

<i>Applied Learning Exemplars</i>	
* 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).	<b>EDU 603 Assessment and Lesson Plan:</b> Utilization of CA Common Core Content Standards (CA CCSS) from a self-selected grade level that is assessed by one or more SBAC practice test items, development of a clear instructional learning target and identification of the most effective, efficient method for assessing student mastery of that learning target; development of a comprehensive assessment plan to address assessment activities before, during and after learning; advanced writing of a detailed lesson plan for teaching a lesson on the identified instructional learning target, integrating the elements of the SBAC practice test item(s) and the Assessment Plan components into the lesson. A written document is required.

<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>EDU 602 TPA Task 1: Subject Specific Pedagogy Signature Assessment:</b> Demonstration of ability to connect learning about students to developmentally appropriate pedagogy, assessment practices, adaptation of content for English Learners, and adaptation of content for students with special needs. A written document and any supporting artifacts are 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>EDU 603 Assessment and Lesson Plan:</b> Utilization of CA Common Core Content Standards (CA CCSS) from a self-selected grade level that is assessed by one or more SBAC practice test items, development of a clear instructional learning target and identification of the most effective, efficient method for assessing student mastery of that learning target; development of a comprehensive assessment plan to address assessment activities before, during and after learning; advanced writing of a detailed lesson plan for teaching a lesson on the identified instructional learning target, integrating the elements of the SBAC practice test item(s) and the Assessment Plan components into the lesson. A written document is required.</p>
--	---