

Attachment 1
Rubric for Evaluating Completion Dossiers
Masters in Education Program
University of Washington Bothell

Learning Goal and Standard	Not Yet	Proficient	Outstanding
<i>Learning Goal 1: Innovation Grounded in Knowledge of Students and Learning</i> “Taken as a whole, the completion dossier...”			
a. ...demonstrates conceptual knowledge of professional work in education (e.g., teaching methods or leadership approaches that are appropriate to a wide variety of students and circumstances).			
b. ... demonstrates application of knowledge and strategic understandings associated with using knowledge in professional work in education (e.g., teaching methods or leadership approaches that are appropriate to a wide variety of students and circumstances)			
c. ...demonstrates in-depth knowledge in an area of specialization, such as a specific topic related to curriculum, instruction, student services, or school leadership.			
d. ...demonstrates broad knowledge of the characteristics of learners in schools from demographic, psychological, developmental, or another other perspective.			
<i>Learning Goal 2: Dedication to Educating Diverse Students</i>			
a. ...demonstrates knowledge of diversity in school and society and thoughtful strategies for creating equitable and responsive classrooms and schools that support learning for members of diverse cultural, economic, racial, linguistic, gender, and disability groups.			
b. ...demonstrates an ability to articulate personal commitments and positions on issues of social justice and equity in education.			
<i>Learning Goal 3: Innovation in Times of Educational Change</i>			
a. ...demonstrates knowledge of the political, organizational, professional, and institutional contexts within which educators work and the personal and emotional skills through which leadership and collaboration are exercised in those			

contexts.			
b. ...demonstrates skills for inquiring into one's professional practice through reflection, action research, or other means, and use results to improve practice.			
Learning Goal 4: Practice Grounded in Intellectual and Professional Communities			
a. ...demonstrates competence in professional communications, including clear and professional writing, technology applications, speaking, and professional training to manage and communicate information with other professionals			
b. ...demonstrates capacity for reflection on one's practice and a willingness to share those reflections with colleagues in communities of learning.			
c. ...demonstrates competence in interpreting professional research in the student's area of specialization.			
Learning Goal 5: Ethical practice.			
a. ...demonstrates knowledge of professional, legal and societal contexts of professional work and how these contexts affect professional actions and decisions.			
b. ...demonstrates ability to articulate personal and professional values and commitments in ways that enable reflection and discussion.			
c. ...demonstrates knowledge of the dilemmas associated with professional practice in education and an ability to reflect critically about how one could frame responses to these dilemmas.			

Rubric and Assessment FAQs

1. 1. What constitutes the “area of specialization” that is noted in the rubric (Goal 1, section a)?

An area of specialization refers to one or more area of interest that the student has explored from different perspectives and that are developed through coursework, independent study, and practical application. Expertise evident in the dossier would include, for example, knowledge of significant literature, current related issues in professional practice, application of knowledge, and inquiry methods associated with the topic.