

WAGNER COLLEGE EDUCATION DEPARTMENT

**Graduate Application to EXIT Program
(to be completed with Departmental Advisor)**

NAME: _____
 Local Address: _____

 Home Address: _____

e-mail: _____
 Phone: (h) _____
 (b) _____
 (c) _____

I wish to exit my graduate program, receive my degree and state certification. I expect to graduate in the Fall____/Spring_____ semester of 200__.

Certification Area (Check One)

<input type="checkbox"/> Childhood Education/ Children w/Disabilities 1-6	<input type="checkbox"/> Early Childhood Education/ Children w/Disabilities B-Grade 2
<input type="checkbox"/> Middle Level Education/ Students w/Disabilities (circle one) English 5-9 French 5-9 Spanish 5-9 Biology 5-9 Mathematics 5-9 Social Studies 5-9	<input type="checkbox"/> Adolescent Education/ Students w/Disabilities (circle one) English 7-12 French 7-12 Spanish 7-12 Biology 7-12 Chemistry 7-12 Physics 7-12 Mathematics 7-12 Social Studies 7-12
<input type="checkbox"/> Literacy B-Grade 6	

You are eligible to exit program because you have satisfied **all** program requirements as follows:

1. Completed all required core & concentration/methods courses with a GPA of 3.0 or better _____
2. Completed and documented all field experience hours _____
3. Completed all content coursework required for certification _____
4. Interviewed by advisor at the time of application for program exit _____
5. Completed developmental professional portfolio _____
6. Completed rubric of Learning Outcomes _____
7. Completed rubric of Learning Outcomes (by Cooperating Teacher/Supervisor) _____
8. Student has been advised to pass the LAST, ATS-W, CST's of the NYSTCE in order to obtain New York State certification. Copies of passing scores attached if available. _____

Advisor Signature: _____

Date: _____

Student Signature: _____

Ed Dept. Chair Signature: _____

Note: Reviewed by EPPAC and TEPU

**WAGNER COLLEGE - DEPARTMENT OF EDUCATION
PORTFOLIO ASSESSMENT RUBRIC**

Place score below*

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
1. Introduction to Portfolio	Vaguely or does not define the purpose of the portfolio	Adequately defines the purpose of the portfolio.	Defines the purpose of the portfolio in a professional and articulate manner.		
	There is a brief or no description (or a very poor one) of the learning outcomes	There is an acceptable description of learning outcomes.	There is an exemplary description of the outcomes.		
	There is no description or a vague one of the portfolio organization.	The description of the portfolio organization is acceptable.	The description of the organization is excellent, well thought out, and logical.		

*For each Trait, record only 1 score (1, 2, or 3) in the shaded box.

Place score
below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
2. Philosophy Statement	Offers no or minimal evidence that the candidate has the student as the focus.	Offers adequate evidence that the candidate has the student as the focus.	Offers superior evidence that the candidate has the student as the focus.		
	Offers no or minimal evidence that the Department's Conceptual Framework has been incorporated	Offers adequate evidence that the Department's Conceptual Framework has been incorporated	Offers superior evidence that that the Department's Conceptual Framework has been incorporated		
	Offers no or minimal evidence that the candidate understands theory and research.	Offers adequate evidence that the candidate understands theory and research.	Offers superior evidence that the candidate understands theory and research.		
	Offers no or minimal evidence that the candidate has gained insight into teaching and learning through field experiences and coursework.	Offers adequate evidence that the candidate has gained insight into teaching and learning through field experiences and coursework.	Offers significant evidence that the candidate has gained insight into teaching and learning through field experiences and coursework.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
3. Achievements Based on DOE Learning Outcomes (Knowledge)	No or minimal demonstration of knowledge in each of the specified areas	Satisfactory demonstration of knowledge in each of the specified areas	Substantive demonstration of knowledge in each of the specified areas		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
4. Achievements Based on DOE Learning Outcomes (Skills)	No or minimal demonstration of skills throughout portfolio.	Satisfactory demonstration of skills, throughout the portfolio	Substantive demonstration of skills throughout the portfolio		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
5. Achievements Based on DOE Learning Outcomes (Dispositions)	Demonstrates no or minimal familiarity with dispositions expected of professionals	Demonstrates acceptable dispositions related to lifelong learning, diversity, professional partnerships, ethical behavior, and transformative teaching and learning.	Consistently models and reflects all dispositions to a high level.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
6. Documentation/Choice of Artifacts	Artifacts do not or minimally illustrate knowledge, skills, and dispositions	Artifacts adequately illustrate knowledge, skills, and dispositions	Artifacts illustrate substantial knowledge, skills, and dispositions		
	Do not provide substantial evidence in support of Department of Education (DOE) learning outcomes.	Include a variety of more than adequate evidence in support of DOE learning outcomes.	Include a variety of more than adequate evidence in support of DOE learning outcomes.		
	Do not demonstrate relevance to DOE learning outcomes.	Demonstrates adequate relevance to DOE learning outcomes	Demonstrate clear relevance to DOE learning outcomes.		
	Lack or minimal evidence of teaching that engages student in DOE learning outcomes.	Contain sufficient samples of teaching that engages student in DOE learning outcomes.	Contain meaningful samples of teaching that engages student in DOE learning outcomes.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
7. Reflective Entries/Explanations	Reflections are unclear and limited.	Reflections are adequately developed.	Reflections are well developed.		
	Reflection minimal or lacking insight, critical thinking, and problem solving.	Some reflection on insights with beginning evidence of critical thinking, and problem solving.	Thoughtful reflections with frequent insights, critical thinking, and problem solving.		
	Little or just some evidence of commitment to self-improvement.	Beginning evidence of commitment to self-improvement.	Evidence of introspection and open-mindedness with stress on self-improvement and learning.		
	No or limited connection to readings, theories and research.	Awareness of connection to readings, theories and research.	Evidence of clear and consistent connection to readings, theories and research.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
8. Writing Mechanics	The use of standard written English is unsatisfactory or needs attention at this level. More than 10 errors in punctuation, capitalization, subject-verb agreement may exist or excessive fragments or run-ons may detract from the overall content of the writing.	The use of standard written English is satisfactory with no more than 8 errors in punctuation, capitalization, subject-verb agreement may exist or 1 or more fragments or run-ons may exist.	The use of standard written English is outstanding with no more than 2 errors in punctuation, capitalization, subject-verb agreement may exist. No fragments or run-ons may exist.		
	Syntax and word choice may be unsatisfactory, or the writing may lack cohesion.	Syntax and word choice are satisfactory, and the writing is cohesive.	Syntax and word choices are clearly superior, and the writing is very cohesive.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
9. Organization and Appearance of Portfolio	Unprofessional appearance.	Adequate appearance.	Attractive, professional appearance.		
	Poorly organized with no section dividers.	Section dividers are labeled and papers placed in appropriate sections.	Section dividers are labeled and tabs stand out from the contents of the portfolio with thoughtful placement of contents of portfolio in appropriate places.		
	No table of contents or brief and vague	Table of contents is well organized.	Table of contents is clear and alerts reader to contents of portfolio; reader can locate material easily.		
	Portfolio is maintained in an unprofessional notebook or not placed in a binder without a cover page or inappropriate, unprofessional title and/or appearance.	Portfolio is in a binder or notebook with an appropriate cover page.	Portfolio binder is attractive and cover page is professional, eye-catching and appropriate.		

Place score below

Trait	1 Unacceptable	2 Acceptable	3 Target	SCORE= 1, 2, or 3	
10. Impact on Student Learning	Data or information about student performance are not gathered in any systematic way.	There is satisfactory evidence that data or information about student performance are collected and being used.	There is consistent collection and use of student achievement data to improve student performance.		
	There is no or minimal evidence that student learning is impacted by instructional strategies.	There is satisfactory evidence that instruction is improving student learning.	There is clear evidence that improvements in student learning are evident and linked to appropriate and effective instructional strategies.		

TOTAL SCORE RANGE 10-30

PLACE TOTAL SCORE BELOW
