

Graduate Essay Examination

There are two purposes for this introductory graduate essay:

1. to assess your writing ability and
2. to give you an opportunity to discuss your entry level knowledge and proficiency regarding the master teacher program standards.

In three to four (3-4) pages (double-spaced, 12 point font), write an essay that includes the following information:

1. an introductory paragraph about yourself and your teaching experience
2. choose two program standards from the attached list where you feel most skilled and confident – include reasons for selecting these standards in this area and provide specific examples to support your reasons
3. choose two program standards from the attached list where you feel least skilled and confident – include reasons for selecting these standards in this area and provide specific examples to support your reasons
4. conclude with a paragraph briefly explaining your learning goals for this master's degree – include your reasons for selecting these goals.

When your essay is completed, please return it to: Emporia State University, EC/ETE Campus Box 4037, 1200 Commercial St., Emporia, KS 66801. You must sign the honesty statement at the bottom of this page. For your information, the rubric which will be used to score your essay is included.

Honesty Statement

I understand that the work submitted for the Master Teacher degree must be original work which has been done by me. Information, ideas, and opinions of others must be clearly identified as such. I certify that the essay completed for this assignment, as well as other assignments I will complete for the Master Teacher program, meet the criteria.

Signature of Candidate

Date Signed

Printed Name

Candidate Identification Number

(Candidate's Name)

(Candidate's ID #)

The Teachers College
Department of Early Childhood/Elementary Teacher Education
Graduate Essay Examination Evaluation

A. Organization	Comments			
	Superior	Proficient	Acceptable	Unacceptable
1. Introductory paragraph includes teaching experience. 2. Addresses two program standards as most skilled with plausible reasons for selecting standards and ratings and specific examples to support reasons. 3. Addresses two program standards as less skilled with plausible reasons for selecting standards and ratings and specific examples to support reasons. 4. Concluding paragraph includes learning goals for master's degree and provides an explanation of goals and reasons for selecting these goals. 5. Length and specificity is appropriate for graduate work.				
B. Clarity				
1. The message of the paper is clear. 2. Vocabulary and syntax are appropriate to graduate-level writing. 3. Writing is logically structured and sequenced 4. There is a smooth transition between ideas.				
C. Mechanics				
1. Sentences are grammatical. 2. Proper punctuation is used. 3. Spelling is accurate.				

Based on this graduate essay, I judge this candidate's ability to communicate effectively in writing to be:

_____ Superior (3 points)

_____ Proficient (2 points)

_____ Acceptable (1 point)

_____ Unacceptable for graduate work (0 points)

(Reader's Signature)

(Date)

Master Teacher Program Standards

1. **Technology:** The graduate candidate will be able to integrate technology appropriately within the context of their teaching.
2. **Assessment:** The graduate candidate will be knowledgeable about and use a variety of assessment techniques, both formative and summative, to assist with making instructional and curricular decisions.
3. **Current Educational Policy:** The graduate candidate will be knowledgeable about the history and politics of education and how they impact schooling.
4. **Diversity:** The graduate candidate will understand, in the teaching, learning, curriculum milieu, different aspects of diversity and its relationship to practice and will be able to integrate diversity knowledge appropriately to address the needs of all candidates.
5. **Environmental Classroom Management:** The graduate candidate will be able to define components of effective classroom environment/culture that will address the needs of all learners.
6. **Developmental Theories:** The graduate candidate will define his/her personal philosophy of teaching and articulate rationale for instructional practice based on learning theories.
7. **Standards:** The graduate candidate will be knowledgeable about the alignment of curricular standards and teaching and will be able to integrate this knowledge into his/her instruction and assessment.
8. **Research:** The graduate candidate will be able to read and use research to guide his/her practice.
9. **Content:** The graduate candidate will have a strong understanding of content in the areas of social studies, mathematics, science, language arts, and reading and be able to use that knowledge effectively to teach and assess.