

**Whitworth University
Graduate Studies in Education**



**WHITWORTH
UNIVERSITY**

Student Handbook

**Master of Education in
Teaching & Learning Program**

Note: This version of the handbook was revised on 2.29.24. The contents may be subject to change based on necessary program revisions. Check with your advisor to confirm the most current information concerning your program.

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PROGRAM OVERVIEW

STATEMENT OF PURPOSE

The Student Handbook for Whitworth University's Master of Education in Teaching & Learning (M.Ed. in T&L) program has been developed as a guide to assist graduate students in successfully completing course work and program requirements. Students are responsible for the information in the University's catalog (linked to the Whitworth University webpage) and this student handbook. Key information regarding policies and procedures is provided in these two documents and on Whitworth's M.Ed. in T&L webpage.

M.ED. IN TEACHING & LEARNING PROGRAM MISSION STATEMENT

In accordance with Whitworth University's mission, the M.Ed. in Teaching & Learning program strives to serve its diverse student body by offering an education of the mind and heart, equipping its graduates to honor God, follow Christ, and serve humanity. In service to humanity, this program seeks to develop and support an understanding of the historical, social, ethical, and political contexts in which education is situated. Building on this foundational understanding, the graduates will delve deeper into their chosen areas of study to expand their theoretical and pedagogical knowledge to successfully instruct, advise, lead and advocate for the populations of K-12 students they plan to serve (i.e., Gifted, Special Needs, English Learners, etc.). The M.Ed. in T&L seeks to develop effective practitioners who can competently and ethically use their newfound knowledge & skills to deliver "best practices" in a variety of educational roles (i.e., master teacher, mentor, instructional leader, and content specialist) for the betterment of their students' lives inside and outside the school walls.

STUDENT LEARNING OUTCOMES

The Whitworth University Master of Education in Teaching & Learning program's Student Learning Outcomes are designed to prepare candidates who will demonstrate the following (see SOE Conceptual Framework, Appendix A):

SL 1 Scholar

1.1 Students use tools of inquiry to analyze, synthesize and apply research and data to address problems of practice.

1.2 Students deepen their knowledge and skills in Core Courses and a chosen area of study through successful completion of challenging coursework and research.

SL 2 Community Member

Students reflect on ways they can use their roles as professional colleagues in schools, communities, and professional organizations to help shape the culture of classrooms and schools to reflect the values of our democratic society.

SL 3 Effective Practitioner

- 3.1 Students demonstrate mastery of advanced instructional strategies to address needs of diverse populations.
- 3.2 Students demonstrate understanding of diverse approaches to assessment to inform instructional and intervention practices.

SL 4 Visionary Leader and Faith & Learning Integration

- 4.1 Students explore understandings and relationships between their faith and/or spirituality and its application within their discipline.
- 4.2 Students' capstone projects reflect depth of understanding of the research on their chosen topics and result in the development of products that are positive contributions to the field.

SL 5 Advocate:

Students use a diversity, equity, and inclusivity lens to analyze and justify courses of action to support those whom they serve.

DEGREE AND PROGRAM OPTIONS

The M.Ed. in Teaching & Learning program, extends an educator's understanding of the key concepts and skills that are foundational to an effective classroom environment. Additionally, graduates will delve deeper into a chosen area of study by selecting a 12-credit, thematic track that will allow them to expand their theoretical and pedagogical knowledge in a specialized area and in several cases earn an *additional endorsement.

The designated tracks are:

- Social and Emotional Learning
- *Cultural and Linguistic Diversity (includes the ELL endorsement)
- *Gifted Education
- *Montessori
- Special Needs
- Administrative and Non-profit Leadership
- *Environmental Sustainability Education
- Educational Studies
- *Reading

See Appendix B for a Sample Degree Plan for the Gifted Education Track

For more information about the M.Ed. in Teaching and Learning, visit the Graduate Studies in Education webpage: <http://www.whitworth.edu/gse>

FINANCIAL SUPPORT INFORMATION

SCHOLARSHIPS & GRANTS

Students are invited to apply for the Teaching & Learning Inclusive Educational Leader Scholarship as part of the application to the program. Additional scholarship and grant opportunities may be available to students who qualify. Find more information on the Whitworth's Financial Aid website:

<https://www.whitworth.edu/cms/administration/financial-aid/graduate-students/>

GRADUATE ASSISTANTS

School of Education graduate students may apply for a graduate assistantship (GA) after meeting with their program advisor, or with an SOE faculty member who has expressed interest or need for a GA. The graduate assistantship program allows the chosen graduate assistant to trade work hours within the SOE for tuition. For example, 110 work hours might equal three credits of tuition remission. Specific departmental needs and related credit hours will be determined by the hiring department.

Once hiring approval has been given by the SOE dean, the GA completes the university Graduate Assistant/Tuition Assistantship (TA) Application found in Pirate Port by clicking on the Forms and Resources List and selecting the category Academic Affairs. The application is completed and signed by the GA and his/her immediate supervisor and submitted to the SOE dean's office. A letter of interest addressed to the SOE dean and a resume may be requested.

The dean's assistant also verifies GSE program admission (there is no formal GPA requirement, but a student should be in good standing in his/her program, and admission status verified with the GSE program coordinator). The application is then submitted to the SOE dean for signature approval.

SOE graduate assistants are typically not hired from outside SOE graduate programs. The amount charged to the SOE dean's budget is based on 1 credit of the current GSE tuition rate.

CRITERIA FOR FULL ADMISSION INTO THE M.ED. IN TEACHING & LEARNING PROGRAM

Information about the admission process can be found at the following link: <https://www.whitworth.edu/cms/academics/graduate-studies-in-education/admissions-process/>

You can apply for admission to the M.Ed. in Teaching & Learning program online at the “Apply Now” link: <https://www.whitworth.edu/cms/academics/graduate-studies-in-education/graduate-programs-for-certified-teachers/teaching-and-learning-med/>

The online application includes the following:

- Three reference forms - sent directly to each reference via an online recommendation request
- Résumé
- Personal essay - 600-900 words explaining how the program fits with your career and educational goals, why you have chosen Whitworth, and why now is the right time for you to enroll in a graduate program
- Teacher certification program completion - upload a copy of your current teaching certificate or proof of completion of an accredited teacher preparation program.
- An entrance-exam, alternate form of graduate level proficiency in composition or proof of an undergraduate GPA of 3.0 or higher
- Completion of a Character and Fitness form
- Official Transcripts from all attended colleges/universities

STUDENT ADVISEMENT

Upon admission you will be assigned an academic advisor. Your advisor is “your person” at Whitworth who will help you navigate your learning journey; he/she/they are there to answer questions, listen to concerns and celebrate successes with you. Under the direction of your advisor, you will:

1. Receive pre-registration advisement and develop a degree plan that includes your selected track.
2. Meet to confirm course plans every term during the typical advising window that occurs prior to registration for the following term. These advising windows usually land in late October, March, and May.
3. Review progress toward professional goals and degree, revising your degree plan accordingly.
4. Receive information regarding program expectations, procedures, and deadlines.

Please consult the university catalog for more extensive information on academic advising. Please note; it is the student's responsibility to stay in close contact with their advisor, keeping them abreast of any changes in student record information (i.e., address, phone number) and updating alterations made to the degree plan. This latter issue is especially important given that not all courses are taught each semester. Altering the degree plan without assistance from the academic advisor may inadvertently result in scheduling difficulties that, in turn, will affect the student's proposed graduation date. Students are expected to access Self-Service in tracking their progress via the program evaluation function.

Students should be careful to confirm with their advisor any advice received from other sources (i.e., other students, departmental staff, and faculty) to avoid possible misinformation. The program does NOT assume responsibility for problems that result when you obtain advisement from unsanctioned sources. However, in the unlikely event that your assigned advisor “misadvises” you, the program will make every effort to correct resulting problems.

DEGREE PLANS

In collaboration with their advisor, students will create a degree plan after program admittance. The degree plan will be used to help students plan and track core and elective track courses, endorsement requirements (if required) and pre-requisites. A sample degree plan can be found in appendix B of this document. Students will use Self-Service to plan their coursework, add and drop classes, register for classes, and keep track of their progress toward degree completion. Self-Service is the platform that can be used by your advisor for entering notes after advising sessions and will be used by students to apply for graduation. (See Appendix B for Sample Degree Plans by Track. See Appendix F for the Whitworth Computer User Guide.)

COURSE INFORMATION

The Master of Education in Teaching & Learning degree extends and deepens an educator’s understanding of the key concepts and skills that are foundational to an effective instructional environment. In addition, students choose a track that allows them to personalize their degree by completing 12 credits in an area of passion, often leading to an additional endorsement. M.Ed. in T&L Tracks include gifted education, social and emotional learning, cultural and linguistic diversity, administrative leadership, environmental and sustainability education, working with special needs populations, Reading, TCP, TCP-O and Montessori. Course descriptions can be found on Self-Service and in the Whitworth Academic Catalog.

M.Ed. in Teaching & Learning (34 credits)

Prerequisite, 2-3 credits

Statistics

Required Core Courses, 19 credits

EDU 501	The Advanced Psychology of Learning, 3 credits
EDU 502	Curriculum Design, Development, and Implementation, 3 credits
EDU 515	Educational Research, 4 credits (requires Statistics as a prerequisite)
EDU 550	Milestones in Education, 3 credits
EDU 542	Advanced Instruction and Integrated Technology, 3 credits
EDU 543	Assessment and Data Analysis, 3 credits

Thematic Elective Courses Chosen According to Track, 12 credits

Chose elective courses according to tracks designed to meet professional interests and goals.

- Administrative Leadership
- *Cultural and Linguistic Diversity
- *Environmental Sustainability Education
- *Gifted Education
- **Montessori
- *Reading
- Social Emotional Learning
- Special Needs
- ***Teacher Certification Programs - electives will be selected from graduate-level TCP & TCP-O certification courses.

Capstone Project or Thesis Option, 3 to 6

The completion of one of the following options:

- EDU 596 Graduate Capstone Project, 3 credits
- EDU 598A & EDU 598B Thesis Part I and Part II, 3 credits each

(Student can take three fewer semester credits in elective courses if EDU 598A and EDU 598B are completed)

Notes:

- Academic advisors should be consulted for assistance with course selection.
- Elective credits may include up to four credits of Step-Up coursework.
- *Courses may be used to meet corresponding endorsements requirements
- ** Whitworth recognizes the Association Montessori International (AMI) Elementary Diploma for 12 credits of graduate coursework that can be used toward the completion of the Montessori Track in the Master of Education in

Teaching and Learning degree. Students selecting this option will need to take the remaining 22 credits of coursework for the degree.

- *** For students certified via the TCP or TCP-O program, the 12 credits of thematic electives will be selected from the TCP/TCP-O graduate level elementary or secondary coursework.

ALTERNATIVE, TRANSFER AND WAIVED CREDITS

A combination of transferred, waived, and alternative credits can meet up to 25% of the required credits for the M.Ed. in Teaching & Learning degree. However, a student must complete a minimum of 30 graduate credits to receive this master's degree. Credits will be evaluated by program faculty for approval.

Articulation exists for the TCP and TCP-O transfer courses and the Montessori waived courses.

- ** Whitworth recognizes the Association Montessori International (AMI) Elementary Diploma for 12 credits of graduate coursework that can be used toward the completion of the Montessori Track in the Master of Education in Teaching and Learning degree. Students selecting this option will need to take the remaining 22 credits of coursework for the degree.
- *** For students attaining certification via the TCP or TCP-O programs, 12 credits of thematic electives will be selected from the graduate level TCP/TCP-O elementary or secondary program coursework.

ACADEMIC POLICIES

For graduate program policies on attendance, active status and suspension, appeals, and commencement please refer to the Whitworth catalog pages at the following link: <http://catalog.whitworth.edu/graduate/>

For university-wide policies on academic honesty, academic grievance, FERPA, and grading, please see the Whitworth Catalog pages at the following link: <http://catalog.whitworth.edu/academicinformation/>

STUDENTS RIGHTS AND RESPONSIBILITIES

The Whitworth University Student Bill of Rights can be found at the following link: <https://www.whitworth.edu/cms/administration/student-life/student-handbook/student-bill-of-rights/>

This includes Whitworth’s policies on non-discrimination, academic life, confidentiality, student life, and procedural standards for disciplinary proceedings. (See Appendix G for the Quick Guide to Graduate Student Rights and Responsibilities; Policies, Procedures and Community Standards.)

BEHAVIORAL EXPECTATIONS

CLASSROOM BEHAVIOR

Students and faculty are expected to demonstrate civility, understanding and mutual respect in the classroom. The faculty handbook states that faculty should “demonstrate respect for students as individuals and adhere to their proper role as intellectual guides and counselors.” By the same token, students should demonstrate respect for faculty and student peers in all academic settings and contribute positively to the learning environment.

Additionally, course syllabi include statements on attendance, academic honesty, Title IX reporting, recording policies, academic accommodations, accommodations for religious observances, non-discrimination, and fair and equitable treatment expectations.

BEHAVIORAL CONCERNS

Graduates enrolled in the M.Ed. in Teaching and Learning are expected to exemplify the behaviors described in the five domains of the School of Education Conceptual Framework. Additionally, as educators, participants in this program are expected to actively work to improve their own SEL skills as a first step in developing competence to teach SEL skills to their students.

If an instructor, staff member or advisor has serious concerns about a student’s behavior in any of the SOE domains or SEL Standard areas, they should complete an Alert Form (see Appendix C) and submit it to the program director. The director or their designee will meet with the student to discuss areas targeted for growth and needed support. A Contract to Alleviate Concern (see Appendix D) will be completed and signed by the student and the director or designee. Failure to uphold the agreements made within the contract may result in further interventions or possible suspension from the program.

Should a degree track include a practica or field experience the site supervisor may be asked to complete the Graduate Studies in Education Evaluation of Candidate Dispositions (see Appendix E).

For additional information on Whitworth's behavioral policies see the section of the student handbook titled *Behavioral Expectations* which can be found at this link: <https://www.whitworth.edu/cms/administration/student-life/student-handbook/behavioral-expectations/>

APPENDIX A

School of Education
Conceptual Framework



WHITWORTH UNIVERSITY

School of Education

SCHOLARS | COMMUNITY MEMBERS | ADVOCATES
EFFECTIVE PRACTITIONERS | VISIONARY LEADERS

MISSION

The Whitworth University School of Education prepares socially-just and inclusive teachers, counselors, therapists, and administrators to be educators of mind and heart who are scholars, community members, effective practitioners, visionary leaders, and advocates.

VISION

The Whitworth University School of Education provides opportunities to integrate theory and practice in diverse settings through the study of established and emerging content as well as through pedagogical and professional knowledge.

SCHOLARS possess current knowledge of the content areas in which they work, understand the connections between disciplines, use tools of inquiry, and pursue ongoing learning as existing fields of knowledge evolve and grow. Scholars are innovative and strengthen their existing knowledge base through continuous intellectual and scholarly growth based on current research, study of their own practice, analysis of data collected, and application of data to solve problems in their respective fields of study.

COMMUNITY MEMBERS develop and sustain intentionally collaborative relationships among colleagues, students and their families, clients, administrators, and community partners. Community members understand their roles as professional colleagues in schools, communities, and professional organizations. They actively help to shape the culture of classrooms, schools, and agencies to reflect the values of our democratic society. They model respectful, caring, and professional behaviors that foster trusting and inclusive environments.

EFFECTIVE PRACTITIONERS are prepared to analyze situations, set goals, plan and monitor actions, assess outcomes, and reflect on their professional thinking and decision making using formative and summative data. They are committed to culturally responsive and relevant practices that are engaging and shape purposeful, continuous growth. Effective practitioners demonstrate proficiency in the selection and differentiation of materials, strategies, and assessment practices that are appropriate for the diversity of the individuals they serve.

VISIONARY LEADERS articulate a vision and philosophy for their professional practice inclusive of a belief in the worth and ability of each human being. They build a framework to guide personal and professional decision making and development for the benefit of their professional and learning communities. Visionary leaders contribute to society by modeling transformational and servant leadership that emerges from their personal beliefs and worldview perspective.

ADVOCATES demonstrate a sincere and equitable commitment to the social-emotional well-being and physical safety of those they serve. They pay attention to the role diversity, including gender, sexual orientation, ability, ethnicity, race, culture, religion, and socio-economic status, brings to learning and the community. Advocates understand and respect the inter-connected, global nature of society and encourage sustainable practices designed to preserve our world for future generations. In the Christian tradition of servant leadership, advocates seek opportunities to assist, encourage, and support all those under their care in a manner that leads to transformation in the lives of those they serve.

APPENDIX B

M.Ed. in Teaching & Learning:

Sample Degree Track Plan

Contact advisor for all degree track plans



Master of Education (M.Ed.) Teaching and Learning: Gifted Education Track

Name: _____ ID # _____

Total Core Education Credits Needed 19

Terms Offered	Taken	Course	Credits
FA OL		EDU 501 Advanced Psychology of Learning	3
SU Hybrid or OL		EDU 502 Curriculum Design, Development, and Implementation	3
FA, SP & SU OL		*EDU 515 Educational Research	4
SU Hybrid or OL		EDU 550 Milestones in Education	3
FA OL		EDU 542 Advanced Instruction and Integrated Technology	3
SP even years, Hybrid or OL		EDU 543 Assessment and Data Analysis	3

Total Thematic Elective Credits Needed 12

Terms Offered	Course	Credits
FA & SP OL	EDG 550 Intro to Gifted Education	3
SP OL	EDG 551 Social and Emotional Components of Giftedness	2
SP OL	EDG 554 Curricular Strategies and Instructional Models for High Ability Learners	3
SU OL	EDG 508 Assessing and Differentiating Instruction for Highly Capable	2
All terms by arrangement	EDG 581 **Field Study and Action Research	1
	EDG XXX Elective from Gifted Educ or other approved coursework	1-2

NOTE: *Student must satisfy any conditions of admission (E.G., Statistics) before taking Educational Research and completing the Graduate Capstone Project or Thesis.

** If student completes EDG 581, 3 credits in place of EDU 596, the student must complete 2 additional elective credits.

3

Completion of the following

Terms Offered	Course	Credits
FA, SP, SU	EDU 596 EDU 596 Graduate Capstone Project	3
	OR	
FA, SP, SU	EDU 581 Field Study and Action Research	3
	OR	
FA, SP, SU	EDU 598A Graduate Thesis and	3
FA, SP, SU	EDU 598B Graduate Thesis	3

*If a student completes EDU 598A and EDU 598B, 3 fewer elective credits may be taken.

Total Credits for M.Ed. Teaching and Learning 34

APPENDIX C

M.Ed. in Teaching & Learning Alert Form



M.Ed. in Teaching & Learning Alert Form

Bold the area for the alert:

- Concerning, Worrisome or Threatening Behavior
- Dispositional Behavior: Scholar, Visionary Leader, Advocate, Effective Practitioner
- Bias Incident

Reporter's Information

Reporter Name:

E-mail Address:

Student and Involved Parties

Student Name:

Involved Parties:

Date of Incident:

Location of Incident:

Description of what occurred:

SEL Considerations

Teacher candidate needs support in the following areas:

___ Self-Awareness—Individual can identify their emotions, personal assets, areas for growth, and potential external resources and supports.

___ Self-Management—Individual can regulate emotions, thoughts, and behaviors.

___ Self-Efficacy—Individual can motivate themselves, persevere, and see themselves as capable.

___ Social Management—Individual can make safe and constructive choices about personal behavior and social interactions.

___ Social Engagement—Individual can consider others and show a desire to contribute to the well-being of school and community.

___ Social Awareness—Individual can take the perspective of and empathize with others from diverse backgrounds and cultures.

APPENDIX D

Contract to Alleviate Concern

Candidate Contract to Alleviate Concern

Candidate Name _____

Faculty member indicating concern _____

Candidate advisor(s) _____

Summary of concern:

Action steps to address concern, including timeline: (Describe below)

I agree to the action steps and timeline described above and will implement in good faith the plan to address the concern indicated.

Candidate signature

Date

As determined in collaboration with:

Faculty Director or Designee

Date

Signed original in candidate's cumulative file

Copy to candidate

Copy to Advisor/Program Director

Copy to GSE Director

APPENDIX E

Graduate Studies in Education Evaluation of Candidate Dispositions

Student's Name:
 Program:
 Name of Evaluator:
 Course Name and Number:

Date:

Directions to Evaluator: Thank you for evaluating a Whitworth University graduate candidate. Each attribute below is followed by descriptors of an exemplary Whitworth graduate student candidate. Please mark the appropriate rating for each descriptor and indicate an area of strength and needed growth within each numbered category. Thank you for your honest feedback. The terms in parenthesis refer to our program's conceptual framework. Please complete this evaluation and return it to Graduate Studies in Education Department, Whitworth University, 300 West Hawthorne Road, Spokane, WA, 99251.

Rating Scale:

- High** **4** Consistently, frequently and spontaneously demonstrates indicators with relative ease. Demonstrates responsiveness to feedback from peers, instructor, or supervisor for improvement.
- 3** Demonstrates indicators with minimal prompting. Demonstrates an openness to reflect on feedback from peers, instructor, or supervisor.
- 2** Demonstrates indicators with direct prompting from peers or teacher. Responds defensively, resists suggestions and is not responsive to feedback from peers, instructor, or supervisor.
- Low** **1** Demonstrates indicators infrequently if at all.

Candidate Dispositions
 (Comments are not required but may help in clarifying ratings.)

1. Professional Interactions (Advocacy)	1	2	3	4	Comments	N/A
a. Expresses caring/empathy and fairness						
b. Believes all Individuals can learn and is inclusive and tolerant of differences						
c. Honors and respects the dignity of all individuals in word and deed						
d. Friendly and accepting towards others						
e. Takes initiative to interact with students, parents, co-workers and/or clients						
f. Presents self as appropriate role model						
g. Assists, encourages, and supports all those under their care						
Candidate's area of greatest strength:						
Candidate's area of needed growth:						
2. Reliable and Consistent (Community Member)	1	2	3	4	Comments	N/A
a. Demonstrates honor, dignity, and coherence in attitudes and actions						
b. Takes ownership and responsibility for actions						
c. Punctual and present						
d. Well-prepared to participate and engage in required activities						
e. Completes agreed upon tasks in a timely and proficient manner						

Candidate's area of greatest strength:

Candidate's area of needed growth:

3. Human interaction (Community Member)	1	2	3	4	Comments	N/A
a. Recognizes and responds appropriately to feelings and needs of others verbally and nonverbally						
b. Fosters trusting and inclusive environments						
c. Communicates with warmth and sensitivity						
d. Collaborates effectively with others						
e. Shows perception in monitoring social and emotional situations and adjusting own role/behaviors accordingly						
f. Takes responsibility for resolving conflicts in a way that sustains and enhances a healthy and safe learning community						

Candidate's area of greatest strength:

Candidate's area of needed growth:

4. Presentation of Self (Community Member)	1	2	3	4	Comments	N/A
a. Communicates confidence/self-assured						
b. Models respectful, caring, and professional behaviors						
d. Professional in appearance (dress, grooming, poise)						
e. Self-aware						
f. Actively shapes culture/environment to reflect values of a democratic society						

Candidate's area of greatest strength:

Candidate's area of needed growth:

5. Knowledgeable about subject matter (Scholar)	1	2	3	4	Comments	N/A
a. Demonstrates current knowledge, depth, and breadth of content areas						
b. Exhibits an interest in continued growth in subject						
c. Demonstrates an intellectual curiosity						
d. Understands the tools of inquiry for subject matter						
e. Demonstrates an understanding of the connections with other disciplines						

Candidate's area of greatest strength:

Candidate's area of needed growth:

6. Commitment to/Passion for Profession (Visionary Leader)	1	2	3	4	Comments	N/A
a. Motivated to fulfill professional responsibilities						
b. Sets goals and exerts effort to attain goals						
c. Demonstrates professional practice inclusive of a belief in the worth and ability of each human being.						
d. Engages in reflection/evaluation of effective professional practices						
e. Asks questions/demonstrates professional curiosity						
f. models transformational servant leadership						
Candidate's area of greatest strength:						
Candidate's area of needed growth:						
7. Initiative/Self-Starter (Visionary Leader)	1	2	3	4	Comments	N/A
a. Self-directed in identifying areas to help professionally						
b. Adaptable and flexible in responding to changing need in the professional setting						
c. Seeks out opportunities to get involved (intrinsically motivated)						
d. Resourceful in solving problems and completing tasks						
e. Perseveres, remains engaged, and produces high quality evidence even when tasks are perceived as challenging						
Candidate's area of greatest strength:						
Candidate's area of needed growth:						
8. Accept and Apply Feedback (Effective Practitioner)	1	2	3	4	Comments	N/A
a. Can hear and consider others' ideas						
b. Respects diverse viewpoints						
c. Seeks out/invites ideas and suggestions for improvement						
d. Applies feedback to future activities/behaviors						
e. Demonstrates ability to self-correct						
f. Demonstrates humility and openness to lifelong learning						
Candidate's area of greatest strength:						
Candidate's area of needed growth:						
9. Communication Skills (Effective Practitioner)	1	2	3	4	Comments	N/A
a. Verbal communication skills						
b. Written communication skills						
c. Expresses self clearly in terms of grammar						
1. vocabulary usage						
2. syntax						
3. mechanics/spelling (written)						

4. organization of thought						
5. audience awareness						
6. communicates effectively with diverse groups and makes adjustments as needed						
Candidate's area of greatest strength:						
Candidate's area of needed growth:						
10. Self-Awareness / Calling (Visionary Leader)	1	2	3	4	Comments	N/A
a. Shows awareness of areas of strength, interests, learning style, and areas for continuing growth						
b. Explains own growth through processes and readily generates personalized implications of topic under discussion						
c. Generates and follows through on personalized growth plans						
Candidate's area of greatest strength:						
Candidate's area of needed growth:						

Evaluator's Signature:

Date:

APPENDIX F

Whitworth GSE Computer User Guidance

See resources found at:

<https://www.whitworth.edu › computer-user-guide-graduate-programs>

and

<https://www.whitworth.edu/cms/administration/computer-help-desk/resources-for-students/>