

School of Education
Master of Arts in Applied Educational Psychology (MA) Program
Final Reflections

Students enrolled in either (non-thesis) EPSY 6000 Integrated Studies in Applied Educational Psychology or EPSY 6250 Thesis must successfully complete a Final Reflections essay as part of their culminating course experience.

Congratulations on nearing completion of the Master of Arts in Applied Educational Psychology at Webster University. Please take this opportunity to share some final reflections about your MA program. When you first applied to the program, you wrote an essay about your personal and professional goals. Now write an essay that reflects on your experiences and professional growth in light of the courses you have completed. Please share with us how you have grown, what you have learned, how you have impacted others, and your future plans. Please consider the following:

In what ways do you now have a deeper understanding of yourself, others, and professional communities? (This question refers to dispositions. According to [Webster's Ninth New Collegiate Dictionary](#) a disposition can be a "prevailing tendency" or "temperamental makeup." The National Council for the Accreditation of Teacher Education defines professional dispositions as "professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development." (www.ncate.org) School of Education faculty members examine professional dispositions within the context of classrooms. As part of our commitment to diversity and academic freedom, we do not attempt to alter individual students' attitudes, beliefs, or political affiliations. The School of Education believes that these three dispositions are most important in educators: (1) understands and respects self (2) understands and respects others, and (3) understands and respects professional communities).

How have your knowledge, skills, and professional effectiveness expanded?

What have you learned about psychology of teaching, learning, development and motivation in the 21st century?

What have you learned about differences in cultural, socio-economic, ethnic, linguistic, and national/international backgrounds as well as individual differences in abilities and disabilities? What have you learned about global citizenship?

What have you learned about how to understand, apply, and conduct educational research?

Did you select an emphasis area? If yes, please comment on your emphasis.

Do you feel that you have had a positive impact on the learning of children and youth from diverse backgrounds? In what ways have you accomplished this?

How will your participation in Webster's MA in Applied Educational Psychology program help you and others in the future?

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RUBRICS FOR EXIT REVIEW

The chart below describes the criteria for scoring the Final Reflections for the MA in Applied Educational Psychology. If a candidate receives a one (1) or (2) in any area, the review results in a deferral and must be resubmitted at a future date with improvements. If a candidate receives only threes (3s) and (4s), the candidate will be approved for program graduation. Check appropriate boxes.

Criteria	4 (4) Advanced	3.5 3 (3) Proficient	2.5 2 (2) Nearing Proficiency: needs for improvement	1 Deferred (1)	Total
Candidate shows evidence of knowledge of educational psychology	Materials demonstrate advanced knowledge of educational psychology	Materials demonstrate proficiency in knowledge of educational psychology	Materials only demonstrate a basic/minimal knowledge of educational psychology	Ideas are not developed and/or are deficient	
Candidate shows evidence of engaging in reflective practice	Candidates reflect deeply with advanced maturity on growth and development of their professional practice over the course of their program	Candidates reflect on growth and development of their professional practice over the course of their program	Candidates show basic/minimal reflection on the growth and development of their professional practice over the course of their program	Ideas are not developed and/or are deficient	
Candidate shows evidence of understanding learners from diverse backgrounds and respecting the unique individuality of each learner	Materials demonstrate advanced sensitivity and understanding of diversity and celebrate the uniqueness and individuality of learners	Materials demonstrate sensitivity and understanding of diversity and celebrate the uniqueness and individuality of learners	Shows a basic/minimal understanding of diversity of learners	Ideas are not developed and/or are deficient	

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Dispositions 1	Essay contains evidence of exceptional growth in self-understanding	Essay contains evidence of growth in self-understanding	Essay contains basic/minimal evidence of growth in self-understanding	No evidence
Dispositions 2	Essay contains evidence of exceptional growth in respect of others	Essay contains evidence of growth in respect of others	Essay contains basic/minimal evidence of growth in respect for others	No evidence
Dispositions 3	Essay contains evidence of exceptional growth in professionalism	Essay contains evidence of growth in professionalism	Essay contains minimal evidence of growth in professionalism	No evidence
