**Guidelines for Letter of Intent**

Master of Arts Degree in Education

with a concentration in Curriculum and Instruction

 (modified from C & I Guidelines for Letter of Intent <http://www.uwyo.edu/ci/edd-program/application-process.html> and from SMTC’s Natural Science Education Program Application <http://www.uwyo.edu/smtc/graduate-programs/ned/naturalscienceed.html>)

A letter of intent (**12-point font,** **double-spaced, and no more than three pages**) must be submitted with other required admissions materials. The letter of intent serves as an indicator of the applicant’s proficiency in writing. Make sure to review the Letter of Intent Rubric (See page 2) The admissions committee will be examining both the quality of the written sample and the depth of its content. You must score a three or four on each element of the rubric, which is linked to the following areas that should be addressed in your letter of intent:

* **Teaching Experiences:**
	+ **What are your teaching experiences?**
		- Provide a detailed description of your teaching experiences including how many years you have taught as well as what grades and/or subjects you have taught.
		- As someone who is a current teacher, describe a situation that you were particularly proud of where you were involved in teaching. Describe the situation, the group that was taught, the content taught, your responsibility for the instruction (e.g., individual instructor, working in a team), your instructional approach, how the class was assessed, what you felt went well, and what you would change and why.
		- Finally, explain how your teaching background will influence your graduate studies.
* **Strengths: Potential for Success as a Graduate Student:**
	+ **What will you bring to our program and your classes that demonstrates your ability to be a successful graduate student and contribute to our learning environment?**
		- Make sure to include evidence of:
			* Outstanding creative thinking, initiative, and independent thinking
			* Intellectual capacity to make connections beyond program expectations
			* Experiences working successfully independently and in a group and team situations
* **Academic Goals: Potential as an Educator**
	+ **Why do you wish to pursue a Master’s degree in Curriculum and Instruction?**
		- Include why you want to do so at this time and how you are planning to use the degree in the future.
		- Include a description of specific areas of study you are interested in, your goals for graduate study, and why these goals are important?
	+ **What are the areas that you would like to study in our Master’s degree program?**
		- Connect your areas of interest to your academic and professional goals.
		- Explain how you are a life-long learner.

The letter should be typed (**12-point font,** **double-spaced, and no more than three pages**) on 8.5 by 11 inch paper.

Make sure to review the Letter of Intent Rubric (See page 2)

Curriculum & Instruction Graduate Application: Master’s Essay Rubric

Applicant name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total score: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Communication: Written** |  |  |  |
| **4** | **3** | **2** | **1** |
| Strong presentation of content | Effective presentation of content | Weak presentation of content | Insufficient or *unsatisfactory* evidence |
| Thoughtful, connected ideas | Thoughtful ideas | Ideas demonstrate surface understanding |  |
| Excellent organization of ideas | Effective organization of ideas | Unclear organization of ideas |  |
| Excellent graduate level writing skills | Competent graduate level writing skills | Minimal graduate level writing skills |  |
| Excellent spelling/usage/grammar | Excellent spelling/usage/grammar | Accumulated spelling/usage/grammar errors |  |
| **Comments** |  |  |  |
| **2. Teaching Experience** |  |  |  |
| **4** | **3** | **2** | **1** |
| Length of teaching experience, grades, and subjects taught are clearly described | Some information asked for [Length of teaching experience, grades, and subjects taught] is missing | Much of the information asked for [Length of teaching experience, grades, and subjects taught] is missing | Insufficient or *unsatisfactory* evidence |
| Teaching situation is clearly described, contains current pedagogical strategies, and critical reflection on the situation. | Teaching situation is clearly described, contains pedagogical strategies, and critical reflection. | Teaching experience is described with strategies or reflection present. |  |
| Connection between teaching background and graduate studies is clearly described | Connection between teaching background and graduate studies is implicit, not directly addressed | No connection between teaching background and graduate studies is provided |  |
| **Comments** |  |  |  |
| **3. Strengths: Potential for Success as a Graduate Student** |  |  |  |
| **4** | **3** | **2** | **1** |
| Evidence of outstanding creative thinking, initiative, and independent thinking | Evidence of creative thinking and initiative that demonstrates an ability to function independently | Limited evidence of a student able to function independently | Insufficient or *unsatisfactory* evidence |
| Evidence of intellectual capacity to make connections beyond expectations | Evidence of intellectual capacity to successfully accomplish graduatelevel work | Limited/questionable evidence of intellectual capacity to be successful at graduate level |  |
|  |
| Evidence of a variety of experiences working successfully independently and in a group and team situations | Evidence of experience working successfully independently and with others | Limited evidence of experience working successfully independently and with others |  |
| **Comments** |  |  |  |
| **4. Academic Goals: Potential as an Educator** |  |  |  |
| **4** | **3** | **2** | **1** |
| Thoughtful description of the desire to pursue a master’s degree | Description of desire to pursue a master’s degree | Limited description | Insufficient or *unsatisfactory* evidence |
| Area(s) of interest are explicitly identified and connected to stated academic and professional goals | Area(s) of interest are explicitly identified but not directly connected to stated academic or professional goals | Areas of interest not addressed or goals not addressed |  |
| Evidence shows consistency in taking advantage of learning opportunities; thereby reflecting a pattern of life-long learning | Evidence indicates applicant has participated in activities/opportunities for personal/professional growth and learning | Little/limited evidence of participation |  |
| Evidence demonstrates sustained reflective and reflexive thinking | Evidence demonstrates the applicant values reflective thinking  | Limited evidence of reflection |  |
| **Comments** |  |  |  |

Overall Comments:

Reviewer: Date:\_\_\_\_\_\_\_\_

NOTE: Students must score a 3 or 4 on EACH criteria in order to be admitted to the master’s program.